

“HERE’S LOOKING AT YOU, KID:” AN EMPIRICAL STUDY OF THE SOCIAL MOVIE  
QUOTING PHENOMENON

by

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## **Abstract**

To date, no research has been conducted to establish the discourse goals accomplished through social movie quoting. In this thesis four studies were conducted to learn what discourse goals are accomplished through social movie quoting and if Roberts and Kreuz' (1994) discourse goal taxonomy for figurative language would be a suitable theoretical framework for the study of the social movie quoting phenomenon. Study 1 examined movie quoting without being tied to any specific movie quotes. Demographic variables were correlated with common movie viewing preferences, behaviors, and attitudinal responses. Study 2 had participants generate a realistic movie quote they would actually use for accomplishing each of several specific discourse goals in conversation. Study 3 had participants generate a plain English interpretation of the movie quotes selected from Study 2. Study 4 participants rated the movie quotes and plain English equivalents generated in studies 2 and 3 for aptness and likelihood for use in conversation with the knowledge (Condition 1) and without the knowledge (Condition 2) of the underlying discourse goal. Quotes were randomized and counterbalanced so that half the participants in each condition received all movie quotes first (Group 1) and half the plain English first (Group 2). Results indicated that movie quotes were used to accomplish a set of discourse goals most similar to the traditional figures of speech of hyperbole, understatement, metaphor, and simile. The most common purposes of social movie quoting were to compare similarities and either downplay or exaggerate these similarities. Knowledge of the underlying discourse goal significantly increased the aptness and likelihood of both quote types for several discourse goals. The order of presentation did not significantly affect participants' ratings. The aptness of the quote was strongly related to participants' likelihood of using a particular quote, regardless of quote type. Future research should focus on capturing naturally occurring language to further

increase the ecological validity of these results. It appears that the act of quoting movie lines in conversation is heavily dependent on individual preferences and a method should be developed to capture movie quoting in such a way. Suggestions for enhanced selection of movie quotes is discussed.

**Keywords: MOVIE QUOTING, DISCOURSE GOALS, FIGURATIVE LANGUAGE**

## Table of Contents

Chapter 1 - Literature Review.....	1
Discourse Goals in Figurative Language.....	4
Roberts and Kreuz' Discourse Goal Taxonomy .....	6
Present studies.....	9
Thesis Overview .....	9
Thesis Research Question .....	11
Chapter 2 - Study 1: Social Movie Quoting and Discourse Goals: A Function of Movie Viewing and Demographic Characteristics .....	12
Method .....	12
Participants.....	12
Materials and procedure.....	12
Additional discourse goal generation and attitudinal assessment.....	12
Results and Discussion .....	14
Demographics .....	14
Content analysis .....	14
Attitudes.....	15
Chapter 3 - Study 2: Generating Social Movie Quotes.....	17
Method .....	17
Participants.....	17
Materials and Procedure .....	17
Production of movie quotes .....	17
Results and Discussion .....	18
Chapter 4 - Study 3: Generating Plain English Interpretations.....	19
Method .....	19
Participants.....	19
Materials and Procedure .....	19
Plain English Interpretations.....	19
Results and Discussion .....	20
Chapter 5 - Study 4: Comparing Movie Quotes to Plain English.....	21

Method .....	21
Participants.....	21
Materials, Design, and Procedure .....	21
Results and Discussion .....	23
Chapter 6 - General Discussion .....	35
Overview of Findings .....	35
Chapter 7 - Conclusion .....	40
Preferences for Social Movie Quotes .....	41
Knowledge of Discourse Goals. ....	43
Preferences for Plain English.....	44
The Odd Ducks. ....	45
Limitations.....	46
Future Research. ....	48
References.....	52
Appendix A - Tables.....	55
Appendix B - Study 1: Demographics and Movie Viewing Preferences .....	75
Appendix C - Study 1: Roberts and Kreuz Discourse Goal Assessment and Additional Discourse Generation.....	78
Appendix D - Study 2: Generating Social Movie Quotes – Group 1 .....	82
Appendix E - Study 2: Generating Social Movie Quotes – Group 2.....	84
Appendix F - Study 2: Generating Social Movie Quotes – Group 3 .....	86
Appendix G - Study 2: Generating Social Movie Quotes – Group 4 .....	88
Appendix H - Study 2: Generating Social Movie Quotes – Group 5 .....	90
Appendix I - Study 2: Generating Social Movie Quotes – Group 6.....	92
Appendix J - Study 3: Interpreting Social Movie Quotes to Plain English .....	94
Appendix K - Study 4: Group One, Block One .....	101
Appendix L - Study 4: Group One, Block Two.....	114
Appendix M - Study 4: Group Two, Block One.....	127
Appendix N - Study 4: Group Two, Block Two.....	138

## Chapter 1 - Literature Review

Movies have become a ubiquitous part of people's everyday lives, an "equipment for living" in which viewers use a narrative art form to self-consciously apply meanings they find in movies to their own lives (Young, 2000). Some movies are purposely viewed to achieve particular uses or gratifications (Rubin, 2009), such as watching a sci-fi fantasy to escape the realities of the day or a feel-good comedy for the purposes of affect regulation and repair (Knobloch-Westerwick, 2006). Movies at times are used as a social catalyst for enhancing or developing relationships such as in the case of "date movies" (Harris et al., 2000, 2004). Movies have often been a source of knowledge about a diverse array of topics ranging from religion (Leonard, 2006) to romance (Galician & Merskin, 2007), and can be compelling enough to shape one's beliefs about different cultures and people (Shaheen, 2007).

Clearly, movies can have a significant impact on individuals. However, less is known in regard to more global aspects of viewing behaviors, such as the very common behavior of quoting movie lines in conversation, that is, social movie quoting (SMQ). Only three previous studies have been identified as examining movie quoting (Danescu-Niculescu-Mizil, Cheng, Kleinberg, & Lee, 2012; Fischhoff, Cardenas, Hernandez, Wyatt, Young, & Gordon, 2000; Harris, Werth, Bures, & Bartel, 2008).

Fischhoff et al. (2000) asked a large diverse sample to "list up to 15 of your favorite film quotes," which produced a number of famous quotes from "classic" films such as *Casablanca*, *Terminator*, and *The Wizard of Oz* among others, having the average release date of 1980. Fischhoff et al. (2000) focused much of their descriptive analysis on emotional valence, age, and gender differences, but did not ask respondents to produce quotes which they themselves quoted in conversation. As noted by Harris et al., in their 2008 study, "the fact that people can

remember famous quotes from classic movies is no assurance they ever use those quotes in conversation or, indeed, have ever even seen the film.”

Harris et al. (2008) explored social movie quoting more systematically using Bandura’s (2002) theory of observational learning and its four components: attention, retention, production, and motivation. Given the lack of previous research on social movie quoting, several preliminary research questions, rather than specific hypotheses, were addressed. Respondents were asked to list movie quotes that they actually used in conversation. The authors found that 100% of the college students sampled reported quoting movies in conversation and reported little to no effort required to remember the lines. Participants quoted lines quite accurately, 86-95% correct by gist scoring and 43-69% correct by verbatim scoring. The large majority of lines quoted (~70%) were from comedies, with the most common reported reasons for quoting being *to amuse oneself* and *to amuse others* (Harris et al., 2008).

Danescu-Niculescu-Mizil et al. (2012) used movie lines to examine how information can achieve either widespread public awareness or deep cultural penetration. The Internet Movie Database (IMDb) provided the authors with popular movie lines and access to the complete scripts of roughly 1000 movies. Memorability for movie lines was operationally defined as such if the lines appeared under the “quotes” section of the movie’s IMDb webpage. Additionally, the authors conducted a web search to estimate how prevalent the memorable movie line was on the internet. Results from Danescu-Niculescu-Mizil et al.’s study indicated that participants could distinguish memorable from non-memorable lines even if they were not familiar with the movie. Using a computer-based lexical language model, Danescu-Niculescu-Mizil et al. concluded that memorable quotes used the same basic syntactic features as non-memorable lines, but were less likely to occur in conversation because of the distinctive features of memorable movie lines.



Generally speaking, memorable movie lines had more unique or unusual word choices. Furthermore, the pattern of verb tense, personal pronouns, and determiners allowed for more generalizability between different contexts. Specifically, memorable movie lines tended to use fewer third person pronouns, more indefinite articles, fewer past tense verbs, and more present tense verbs than non-memorable lines, characteristics that probably make them more “portable” and thus more likely to achieve a large degree of cultural penetration compared to non-memorable movie lines.

Up until the present studies, the small body of work on social movie quoting has focused on the quoter (Fischhoff et al., 2000), the cognitive processes of the quoter, i.e. attention, retention, production, and motivation (Harris et al., 2008), or the syntactic qualities of memorable movie lines themselves (Danescu-Niculescu-Mizil et al., 2012). However, no research has been conducted to establish the functional purpose behind social movie quoting. This may in part be due to the complex nature of social movie quoting in and of itself. At the surface level, social movie quotes (SMQs) seem almost meaningless without the context of the movie and an identifiable drive motivating the speaker to quote a movie line in conversation. However, if one can apply a theoretical framework to social movie quoting, it may be possible to understand the social phenomena in a more meaningful way. For example, Harris et al. (2008) applied Bandura’s social cognitive theory which would predict that individuals who watch more movies are more likely to imitate the behaviors of a particular character due to observational learning. Similarly, the present studies applied principles from figurative language research and speech-act theory to examine if there are more complex reasons behind social movie quoting than imitation for amusement purposes.

The underlying assumption motivating this thesis is that social movie quoting must be driven by some specific communicative purpose – a discourse goal. Beyond memorable movie lines containing unusual choices of words (Danescu-Niculescu-Mizil et al., 2012), perhaps a social movie quote may have a function similar to non-literal language and become a vehicle for achieving a communicative end chosen by the speaker. This would not be so different than the use of figurative language in conversation. For example, Kreuz, Long, and Church (1991) suggest that ironic statements can be used to accomplish more discourse goals than their literal equivalents, thus allowing irony to satisfy an array of discourse goals through one of its many forms. Gibbs (2000) also noted that these different forms of irony (e.g. sarcasm, jocularity, rhetorical questions, & hyperbole) can be used to achieve many different purposes (e.g., to convey a failed expectation or appear less rude when expressing trivial criticisms). Perhaps a social movie quote might be used to achieve a particular discourse goal in conversation that literal language may not accomplish so easily, acceptably, or vividly, similar to that of irony or some other figurative form.

### **Discourse Goals in Figurative Language**

Roberts and Kreuz' (1994) discourse goals (DG) for figurative language refers to the underlying goal a speaker is trying to accomplish in an exchange. More directly from the listener's point of view, a discourse goal is the reason the speaker used the (figurative) words he or she did rather than the literal variation of the message itself (Kreuz, 2000). Discourse goals may be useful for examining movie quoting in everyday conversation. If Grice (1975) was correct in asserting that discourse participants express themselves as clearly, concisely, and completely as possible, then why do people use non-literal language at all? Perhaps because

figurative language encourages the production of ideas in the minds of others in a fresh, vivid, and imaginative way (Nelson, 2012).

In addition, figurative language has been shown to accomplish some communicative goals better than literal language (Kreuz, 2000, Kreuz, Long, & Church, 1991; Glucksberg, 1989), such as conveying health risks in a vivid and memorable way (e.g. “cigarettes are timebombs”). Figurative language can also be used to establish intimacy between some discourse participants while excluding others (Gerrig & Gibbs, 1988). Thus, social movie quotes might be used in a similar fashion as traditional types of figurative language. For example, a movie line could be used to establish intimacy based on the shared experience of a “date movie”, or conversely, to express some unmet expectation or negative point-of-view in a humorous way. The latter example represents a common way to voice a criticism which otherwise would be difficult to say in literal language without sounding too harsh (Gibbs, 2000); again, this would make a social movie quote similar in function to irony. Similar to a metaphor or simile, a movie quote could either hedge or amplify some comparison (e.g., “my plastic surgeon was [like] a butcher”), making the movie quote more efficient, effective, vivid, or just more enjoyable for accomplishing a target discourse goal.

Figurative language is ubiquitous in spoken and written discourse, but is there a cognitive cost? Is figurative language more effortful to produce or comprehend, resulting in some mental barrier for its use? No. A robust result in figurative language comprehension research is that, as long as sufficient and appropriate context is provided, it takes no more time to understand figurative expressions than to understand literal ones (Hoffman & Kemper, 1987). Since there is no added cognitive cost for using figurative language, some researchers have dropped the literal-figurative distinction altogether and instead adopted an approach rooted in speech-act theory,

which asserts that discourse participants understand utterances when they identify the underlying (discourse) goals or intentions of the other speaker (Allen & Perrault, 1986). However, some have maintained the literal-figurative distinction as important while still incorporating applications from the study of discourse goals found in speech-act theory. For example, Roberts and Kreuz (1994) acknowledge that understanding why an utterance is produced is crucial for understanding its meaning while still maintaining the literal-figurative distinction as functionally important. To this end they identified a unique set of specific discourse goals associated with the production of eight distinct types of figurative language.

In the psychological literature, eight distinct types of non-literal language have been discussed by many literary scholars regardless of their categorization schemes (Roberts & Kreuz, 1994). The eight figures that seem to form the most common categories of non-literal language, are: *hyperbole* (exaggeration); *idiom* (a non-predictable meaning from the usual meaning of the words); *irony* (a statement contrary to an intended meaning); *indirect request* (a command phrased as a comment or a question); *understatement* (presenting something as weaker or less important than it is); *rhetorical question* (a statement formed as a question); *metaphor* (implicit comparison); and *simile* (explicit comparison).

### **Roberts and Kreuz' Discourse Goal Taxonomy**

Explicit taxonomies of figurative language are difficult to develop, especially since it is possible to categorize figures of speech in a variety of ways (Honeck, 1986). One guide has even identified hundreds of types of figures (Lanham, 1991). However, prior to Roberts and Kreuz (1994), relatively few researchers have addressed the specific discourse goals that underlie the use of figuration. It was not until 1994 when Roberts and Kreuz, with figuration specifically in mind, developed a discourse goal taxonomy as a tool to address theoretical claims about

figurative language. Assuming that each type of figure is used to satisfy particular discourse goals, the relationships between each figure can be examined in terms of the unique and shared goals they fulfill (Roberts & Kreuz, 1994).

To create the taxonomy of discourse goals for the eight figures that form the most common categories of non-literal language, Roberts and Kreuz (1994) randomly assigned 158 undergraduates to one of eight conditions: hyperbole, idiom, indirect request, irony, understatement, metaphor, rhetorical question, and simile. Each participant received a booklet containing instructions along with a definition and ten examples of one particular figure. The participants received space to provide three additional examples of their assigned figure to ensure they had an adequate understanding. An additional page was provided for participants to offer reasons why an individual might use the figure of speech in their specific example. Participants were encouraged to list as many reasons as possible with no minimum or maximum limit set.

Once completed, two judges independently classified the responses for all figures in the taxonomy with the accepted level of inter-judge agreement set to 75% (averaged across all conditions). It should be noted that the number of goal statements generated by a participant was not necessarily equal to the number of discourse goals generated by that same participant. For example, "...a [person] might list, 'to be funny,' 'to be comical,' and 'to be a clown.' Although the judges would classify each response individually, only one unique discourse goal was scored as being satisfied (i.e., 'to be humorous.'). Therefore, 'to be humorous' would be entered into the taxonomy once, and not three times, for this participant" (Roberts & Kreuz, 1994, p.160). Conversely, a single response such as "to show emotion" could be classified into multiple

categories such as “to show positive emotion” and “to show negative emotion” and was counted for both discourse goals.

Each participant was able to produce at least one goal for his or her figure with the mean of 3.21 goals generated per figure per participant. After Roberts and Kreuz (1994) resolved any inter-rater discrepancies through discussion, agreement rose to 98%. Virtually all the responses were able to be classified according to 19 discourse goals. See Table 1 in Appendix A for Roberts and Kreuz’ discourse goal taxonomy with the percentages of participant responses categorized by each discourse goal. Furthermore, since each figure had one or more particular discourse goals associated with it, goals which were often also associated with other figures, the degree to which figurative language types overlapped could be examined by measuring the proportion of responses that were common to any two response distributions. Using this method, Roberts and Kreuz’ (1994) discourse goal taxonomy has already been established as a method to address theoretical claims about figurative language.

When looking at two widely studied but similar figures of speech, metaphor and simile, Roberts and Kreuz (1994) found that metaphors and similes had large pragmatic overlap in terms of some of the goals they fulfilled (i.e. *to compare similarities*, *to clarify*, *to provoke thought*). This is not surprising, given that a metaphor and simile differ only in the presence or absence of either *like* or *as*. However, more surprisingly, the goals *to be humorous* and *to deemphasize* were often elicited for similes but not for metaphors. This result provided support for Glucksberg and Keysar’s (1990) hypothesis about functional differences between metaphors and similes such that metaphors are a more forceful comparison than similes. Specifically, by converting a metaphor into a simile, the comparison becomes hedged or qualified (Glucksberg & Keysar, 1990). To illustrate this, an example cited by Roberts and Kreuz (1994, p.162) is that

the simile “My surgeon is like a butcher” is a weaker comparison than the metaphor “My surgeon is a butcher;” therefore the listener might conclude that, since the simile is less strong than the metaphor, the comparison is not intended to be interpreted with as much force.

### **Present studies**

One potential weakness of Roberts and Kreuz’ study is that participants were given training regarding the type of figurative language they received to ensure they would be able to recognize and reproduce their figure. This training may have biased the subjects towards the particular definition and examples provided; thus, the results may have been skewed toward the discourse goals for the particular examples provided during training and may not have been indicative of how the figures are used more generally in natural conversation. Although some theoretically based claims about figurative language are consistent with the results produced by Roberts and Kreuz’ (1994) taxonomy, it is important that the use of figuration to accomplish discourse goals be verified with a more natural use of language. This would provide a more ecological understanding of which discourse goals are actually accomplished by a specific form of figurative language.

### ***Thesis Overview***

The principal purpose of this thesis was to use Roberts and Kreuz’ (1994) taxonomy for figurative language as a method to explore whether social movie quoting should be considered as a distinct form of figurative language or simply as a vehicle for traditional figures. Specifically, the taxonomy will provide information in regard to the specific discourse goals that social movie quotes fulfill in conversation. If the movie quotes fulfill the same pattern of discourse goals as a traditional figurative language type, this result would provide empirical support showing that individuals use social movie quotes as a vehicle for a traditional figurative language device. If

the movie quotes show a pattern of use that is not consistent with any traditional figurative language devices, however, the results would provide empirical support that social movie quotes are used, at times, as a unique form of figurative language.

These goals were accomplished through four studies:

Study 1 examined the use of social movie quoting abstractly through the investigation of movie viewing preferences, open-ended responses, and demographic variables, and free-response. First, a content analysis was conducted on the open-ended question “In your opinion, what is the underlying goal or intention behind social movie quoting?” Most responses fit into Roberts and Kreuz’ discourse goal taxonomy, but four goals emerged which did not. These goals were: *to connect with others*; *to demonstrate pop culture knowledge*; *to be memorable*; and *to find common ground*. It was important to include these four unique goals from the content analysis along with the 19 goals Roberts and Kreuz identified in the subsequent studies to examine if the additional goals were truly unique to social movie quoting or if they were just as likely to be accomplished by plain English or a traditional figure embedded in the movie quote.

Study 2 generated realistic social movie quotes for each of the 23 unique discourse goals. Study 3 utilized a different sample to generate plain English counterparts for each social movie quote generated in Study 2. The final selection of optimal social movie quotes and their plain English counterparts were selected by a group of language researchers.

Study 4 examined whether knowledge of the underlying discourse goal in conversation was important for the selection of the movie quote in conversation. Furthermore, Study 4 examined whether, on the one hand, individuals used social movie quotes to accomplish similar discourse goals that traditional types of figurative language already accomplish, making a movie quote more like a vehicle for traditional figuration, or, on the other hand, if movie quotes accomplish a



unique set of discourse goals making a movie quote more like a novel type of figuration not yet established in the literature.

### ***Thesis Research Question***

Social movie quoting is still a relatively novel area of research having only three studies to date; one study examined individual characteristics of the movie quoter (Fischhoff et al., 2000), one study examined the cognitive processes of the quoter (Harris et al., 2008), and the most recent study examined the syntactic qualities of memorable movie lines themselves (Danescu-Niculescu-Mizil et al., 2012). Since no academic literature currently exists to give guidance about which discourse goals are accomplished through social movie quoting, or more generally, why a speaker would quote a movie line in conversation instead of using plain English, this research is exploratory in nature. For this reason, only a guiding research question was proposed rather than specific hypotheses.

RQ: Are social movie quotes used as a vehicle for traditional figurative language devices, or, are social movie quotes used to accomplish a unique set of discourse goals separate from traditional figures?

## **Chapter 2 - Study 1: Social Movie Quoting and Discourse Goals: A Function of Movie Viewing and Demographic Characteristics**

Study 1 was designed to provide insight into the types of discourse goals that are most likely to be accomplished through social movie quoting in general, without being tied to specific examples. In addition, Study 1 provided demographic information and movie viewing correlates to further understand factors related to social movie quoting.

### **Method**

#### **Participants**

Participants consisted of 584 introductory psychology students from a large Midwestern university. Participant were 55% women and 45% men with an average age of 19.3. Approximately 82% were Caucasian, 7% African-American, and 5% Hispanic. All participants received course credit for their participation.

#### **Materials and procedure**

Participants signed up for an online survey using Kansas State University's SONA system. To gain some descriptive information about the sample, participants first answered a few demographic questions assessing age, biological sex, how many movies viewed within the past month, and were asked to provide information about their movie viewing preferences and their behavior of quoting movie lines (See Appendix B).

#### ***Additional discourse goal generation and attitudinal assessment.***

After completing the demographic and movie viewing preferences questionnaire, participants took an online survey to assess the relevance of social movie quoting to Roberts and Kreuz' (1994) discourse goals for figurative language. Participants were told "This is a study about movie quotes. We are looking at why people sometimes quote movies in social settings

(e.g. with friends, family, co-workers, etc.) and what they gain from doing so. Please answer each of the following questions.” Participants responded to a set of questions examining how they might use a movie quote to accomplish one of Roberts & Kreuz’s 19 discourse goals. For example, participants read the statement “I use social movie quoting to be humorous or entertaining” and then rated their level of agreement on a 7-point Likert scale from (1) almost never to (7) almost always. In this example, the discourse goal being examined is *to be humorous*. Participants provided attitudinal responses for all 19 of Roberts and Kreuz’ discourse goals. An open-ended question asked “In your opinion, what is the underlying goal or intention behind social movie quoting?” A content analysis was conducted on the open-ended responses using the original method established by Roberts and Kreuz (1994) discussed earlier. It was through this content analysis that the four additional discourse goals were identified (i.e. *to connect with others*; *to demonstrate pop culture knowledge*; *to be memorable*; and *to find common ground*). Once an agreement was reached classifying the responses, the four additional discourse goals were added to the 19 discourse goals established by Roberts & Kreuz.

Additionally, participants were prompted with the following message “Please indicate to what extent you agree with the following statements.” The statements were an additional 10 questions to assess attitudes towards more global views of movie quoting behavior. For example, participants indicated their general confidence in their accuracy of identifying or reproducing a movie quote and the role context might play (See Appendix C for the specific questions asked in Study 1).

## Results and Discussion

### Demographics

41% of participants reported watching 0-5 movies in the past month, 37% watched 6-10 movies, 14% reported watching between 11-15 movies, and 4% reported watching 16-20 movies, as well as an additional 4% watching 20 or more movies within the past month, respectively. See Table 2 for a percentage breakdown.

### Content analysis

A content analysis was conducted to examine the open-ended question “In your opinion, what is the underlying goal or intention behind social movie quoting?” Responses were categorized into Roberts and Kreuz’ (1994) discourse goal taxonomy. 419 of 584 (71%) responses were included in the content analysis. 165 cases were not incorporated in the analysis, due to either a non-response or the response having no relevance to the question. Following the classification method used by Roberts and Kreuz (1994), a single response could be categorized into more than one category, for example, the response “to get attention and make people laugh” was categorized in both *to be humorous* and *to get attention*. It is through this content analysis that the four additional discourse goals used in Studies 2, 3, and 4 were obtained. These four discourse goals, *to connect with others*; *to demonstrate pop culture knowledge*; *to be memorable*; and *to find common ground* resulted from the inability to appropriately classify some participants’ responses into Roberts & Kreuz’ (1994) discourse goal taxonomy for figurative language. Full results from the content analysis can be found in Table 3, Appendix A.

A two-tailed independent sample t-test was conducted to identify if any gender differences exist in the reported use of a movie quote for the purpose of accomplishing a discourse goal. The alpha level was adjusted to .01 to reduce the potential for type-I error.

Results indicated that men reported using social movie quoting more frequently than women across all discourse goals except for one, *to exclude others*, which was non-significant. Men significantly differed from women in 8 out of 20 of the discourse goals after the alpha adjustment. Specifically, men reported using a movie quote *to be unconventional*, *to deemphasize*, *to provoke thought*, *to clarify*, *to contrast differences*, *to get attention*, *to guide another's actions* and *to manage the discourse* significantly more than women did. See means in Table 4 in Appendix A.

### ***Attitudes.***

Participants were asked to rate their level of agreement on a 7-point Likert scale regarding seven statements about movie quoting. The statements were as follows: 1) "I am able to recognize if a SMQ was quoted accurately by someone else in a conversation." 2) "When I quote a movie line, I am always completely accurate word-for-word." 3) "Social movie quoting can accomplish certain communication goals more efficiently than direct, literal language." 4) "The successful use of a SMQ depends on how similar the context is to the context in the movie." 5) "Social movie quoting is used to demonstrate or depict a situation." 6) "Social movie quoting is used to describe a situation." 7) "Social movie quotes are often used to highlight the similarities between the current situation and a related aspects of a shared experience i.e. viewing a movie". Overall participants agreed, albeit modestly, with all seven of these questions. See means in Table 5 in Appendix A.

Men and women only differed on one question. Specifically, men were more confident in their ability to recognize if a movie was quoted accurately ( $t(581) = -2.462, p = .014$ ). Both men and women reported similar attitudes toward all other statements. See Table 6 in Appendix A for means and significance testing by gender. Significant differences were found as a function

of the number of movies viewed in a month. The more movies an individual watched, the significantly stronger the attitude participants had toward all seven statements with the exception of statement six (“SMQ is used to describe a situation”). See Table 7 in Appendix A for means and significance testing by high v. low monthly movies viewed.

A larger discussion of these result and the results of the next three studies can be found in the general discussion. Knowing qualities about social movie quoting in general provides a nice foundation to build on. However, knowing participants’ attitudes about social movie quoting does not indicate if participants can actually think of a movie quote in real time, or if they would actually use a movie line in conversation for the purpose of accomplishing a discourse goal.

## **Chapter 3 - Study 2: Generating Social Movie Quotes**

The purpose of Study 2 was to generate real movie quotes that participants themselves thought they could use in conversation to accomplish each of the discourse goals.

### **Method**

#### **Participants**

Participants signed up for an online survey using Kansas State University's SONA system. The participants consisted of 90 college students from the General Psychology participant pool at a large Midwestern university. Participants received research credit for their participation. No demographic information was recorded.

#### **Materials and Procedure**

##### ***Production of movie quotes.***

Participants were randomly assigned to one of six groups consisting of 15 participants each. Each group received an online document containing four discourse goals assigned to that specific group. For example, group one, and only group one, contained the discourse goals *to guide another's actions*, *to exclude others*, *to be humorous*, and *to be unconventional*. The discourse goals were quasi-randomly assigned to groups. Discourse goals were adjusted if one group had similar discourse goals present after random assignment (i.e. *to connect with others* and *to find common ground*), such that no group had two very similar discourse goals.

Participants read a brief description of Roberts and Kreuz' discourse goals prior to beginning the survey. An example of how a social movie quote might be used to accomplish a particular discourse goal followed in the instructions. The example provided was for a discourse goal not included in the participants' condition as an attempt to mitigate practice or priming effects that might have been found in Roberts and Kreuz (1994) study.

Participants were presented with four discourse goals and prompted to produce a single movie line which they believed they could use to best accomplish the target discourse goal in conversation. Prior to moving on to the next discourse goal, participants were asked to cite the movie title which the quote came from for verification purposes. Next, participants rated the likelihood of actually quoting each movie line in their own conversation for the purpose of accomplishing the corresponding discourse goals. The question read “I would quote this movie line in conversation to accomplish the above goal”. Ratings were on a 5-point Likert scale ranging from (1) strongly disagree to (5) strongly agree (see Appendix D-I).

## **Results and Discussion**

Results from Study 2 were reviewed by a group of four cognitive language researchers (faculty and grad students) with background in language comprehension and production. Likelihood of use ratings for each movie line was used as a primary criterion for the selection of a single movie line for each discourse goal. The selected movie line would be used as stimuli in the third study (discussed in the next section). Movie lines were selected this way because we wanted movie lines that participants themselves said they would be likely to use in conversation. Other factors were also considered in the final selection of the movie quote such as style, eloquence, and salience, with the goal of selecting a movie line that would be clearly recognized in written form as coming from a movie in text without prosodic and contextual cues that a speaker would normally provide. A quote was not chosen to represent a discourse goal until 100% agreement was reached. A complete list of movie and plain English quotes can be found in Table 12.



## **Chapter 4 - Study 3: Generating Plain English Interpretations**

The discourse goal *to include others* was not used in Study 2 due to a programming error. This goal was used as training in Study 3 to ensure participants understood their task by producing a social movie quote and plain English interpretation for the goal. Stimuli for this goal was then selected for use in Study 4 in the same manner as described in Study 2.

### **Method**

#### **Participants**

The participants consisted of 17 college students recruited from the General Psychology participant pool at a large Midwestern university. Participants were excluded if they had previously participated in Study 1 or Study 2. Participants received research credit for their participation through Kansas State University's online survey system.

#### **Materials and Procedure**

##### ***Plain English Interpretations.***

Study 3 used the same instructions and protocol as Study 2 to familiarize participants with the concept of a discourse goal and the social movie quoting phenomenon. Once participants read the instructions, they were prompted to provide a movie quote for the discourse goal *to include others* as well as a plain English interpretation of that movie quote. This procedure was done to ensure participants understood the task as well as provide the missing movie quote and plain English interpretation for the goal *to include others* inadvertently omitted from Study 2. The instructions read as follows "On the next page, you will be asked to provide a movie line for a provided discourse goal. Please do your best to think of a movie line that could accomplish that goal. Then, please provide a plain English interpretation that captures the

essence of the movie quote which could still be used in conversation to accomplish the target discourse goal.”

Once participants successfully completed the training task they were prompted with instructions to provide plain English interpretations for the other 22 movie quote/discourse goal pairs selected from Study 2. The presentation of discourse goals and movie quotes were fixed. The instructions read: “This is the last section of the survey. You will be provided with a list of movie quotes and their associated discourse goals. Example: *To guide another actions*: "you gotta dream, you gotta protect it....." These quotes came from other students like you. Please "translate" each movie line into plain English the same way you just did on the previous page. You will do this for each discourse goal/movie quote pair.” See Appendix J for the full task and set of instructions.

## **Results and Discussion**

The best Plain English interpretations for each of the social movie quotes identified in Study 3 were selected in the same manner described in Study 2 by the same group of researchers. Plain English interpretations had to accurately reflect the semantic meaning of the corresponding movie quote without using large chunks of the movie quote itself. The researchers discussed all possible options for each discourse goal until 100% agreement was reached for all movie quote - plain English pairs. The 23 discourse goals with their respective movie quote and plain English pairs were used as the stimuli in Study 4.

## **Chapter 5 - Study 4: Comparing Movie Quotes to Plain English**

The purpose of Study 4 was to compare the movie quotes and plain English interpretations generated by the participants in Studies 2 and 3, to examine whether they would actually be used for accomplishing each discourse goal in conversation. A naïve sample rated how apt each quote type was in general, and also how apt it was for accomplishing each specific discourse goal. Next, participants indicated how likely they themselves would be to use either the plain English or movie quote generated by their contemporaries in conversation themselves.

### **Method**

#### **Participants**

Participants consisted of 100 college students recruited from the General Psychology participant pool at a large Midwestern university. Participants received research credit for their participation through Kansas State University's online survey system. Participants were screened to ensure that they had not previously participated in any prior social movie quoting study.

#### **Materials, Design, and Procedure**

Participants were randomly assigned to one of four groups. There were two groups per condition and two conditions. Both conditions contained both movie quotes and plain English interpretations to respond to. The difference between Condition 1 and Condition 2 was the presence or absence of a specific target discourse goal accompanying the movie quote or plain English interpretation. By having data showing the aptness of movie lines and plain English interpretation with and without knowledge of a discourse goal, the role of knowing the speaker's underlying goal could be assessed and thus would provide additional information about the successful use of a social movie quote. Discourse goals were randomized once to establish the

order of presentation for all the participants. The two Groups 1 contained all the movie quotes presented first in both conditions, while the two Groups 2 contained all the plain English quotes presented first in both conditions. The presentation of movie quotes and plain English interpretations were counterbalanced such that half of the participants received all of the movie quotes first (Groups 1) and the other half received all of the plain English equivalents first (Groups 2). The order of presentation of individual discourse goals was kept consistent within each Group for both Conditions 1 and 2 after the initial randomization as an attempt to reduce any order effects. Thus, there were four condition by order experimental sessions:

- Condition 1 (discourse goals present):
  - Group 1: SMQ first – PE second
  - Group 2: PE first – SMQ second
- Condition 2 (no discourse goals present):
  - Group 1: SMQ first – PE second
  - Group 2: PE first – SMQ second

Participants in Condition 1 were provided with a brief description of Roberts & Kreuz's (1994) discourse goals that stated "Discourse goals may be thought of as the underlying goals the speaker is trying to accomplish through a particular statement or phrase in conversation. More directly from the listener's point of view, a discourse goal is why the speaker used the words he or she did rather than the literal meaning of the words themselves." Participants were then provided with an example of how a movie quote might be used to fulfill a specific discourse goal. For example, "Here's Johnny!" from *The Shining* (1980) could be used *to get attention*. This example provided was not presented later in the study.

Participants were asked to rate the aptness of each of the 23 movie quotes and plain English interpretations generated in studies 2 and 3 under conditions of either having knowledge (Condition 1) or not having knowledge (Condition 2) of the specific target discourse goal, as well as their likelihood for using the movie quote or plain English interpretation in conversation

themselves. Aptness ratings were measured from participants' responses in Condition 1 (discourse goals present) from the statement "How Apt or suitable is this quote for accomplishing the above discourse goal in conversation?" on a 7-point Likert scale ranging from (1) very inappropriate to (7) very appropriate. Likelihood ratings were measured from participants' responses to the statement "How likely would you be to use this quote in conversation to accomplish the specific discourse goal?" on a 7-point Likert scale ranging from (1) very unlikely to (7) very likely.

Participants in Condition 2 were provided with the same stimuli as Condition 1; however, participants in Condition 2 (both groups) did not receive an explicit definition of discourse goals in the instructions nor did the discourse goals accompany any of the quotes. Their instructions read: "Please indicate how apt or suitable the quote would be for use in a conversation"; and, "Please indicate how likely you would be to use the quote or phrase in a conversation". The comparison of ratings from Condition 1 (knowledge of discourse goals) and Condition 2 (no knowledge of discourse goals) should provide some indication of how important the knowledge of the discourse goal is for the successful use of a movie quote. See Appendix K and L for Condition 1 (discourse goals provided), Groups 1 and 2. See Appendix M and N for Condition 2 (no discourse goals), Groups 1 and 2.

## **Results and Discussion**

Two three-way mixed-design repeated measures ANOVAs were conducted on each of the 23 discourse goals, once for aptness ratings and once for likelihood ratings. The between-subjects independent variables (IVs) were (1) the presence or absence of the specific discourse goal (DG) and (2) the order (i.e. SMQ presented first or second). The within-subjects IV was quote type (SMQ or PE). In total, 46 mixed ANOVAs were conducted on the data set. As an

attempt to control for the increased potential of a type-I error, the alpha level was adjusted to .01. A total of eight participants were completely removed from the data set for providing either irrelevant responses and/or no ratings, leaving 92 usable participants.

Results are presented separately below for each discourse goal. The specific social movie quotes and plain English quotes, generated from Studies 2 and 3, appear below prior to the result for each discourse goal. Broader implications from Study 4 can be found in the General Discussion section below along with the further discussion of the previous three studies. Table 8 provides a summary of main effects and interactions for aptness ratings. Table 9 provides a summary of main effects and interactions for likelihood ratings. Table 10 provides the summary of all the mean aptness ratings for both the SMQ and PE quotes in both the presence and absence of each discourse goal conditions. Table 11 provides the summary of all the mean likelihood ratings for using either the SMQ or PE in both the presence and absence of each discourse goal.

#### To be Memorable

SMQ: “I’ll make him an offer he can’t refuse.” – *The Godfather* (1972)

PE: “Once he hears what I have to say, he won’t say no.”

A significant order effect was found for likelihood of use,  $F(1,93) = 24.55$ ,  $P < .01$  ( $\eta^2 = .21$ ), such that participants reported being more likely to use whichever quote was presented second (4.31) compared to whichever quote was presented first (3.32).

#### To Compare Similarities

SMQ: “I had a whole mess of crepes this morning, they’re just like really thin pancakes.” –

*Talladega Nights: The Ballad of Ricky Bobby* (2006)

PE: “Things are more alike than they seem.”

No significant effects were found.

### To be Conventional

SMQ: “On Wednesdays we wear pink.” – *Mean Girls* (2004)

PE: “Look like us if you want to be cool.”

A significant main effect of quote type for likelihood was found  $F(1,92) = 49.22$ ,  $P < .01$  ( $\eta^2 = .35$ ) such that the movie lines were more likely to be used in conversation to fit into a group (PE: 2.54; SMQ: 4.36). This result is likely driven by the aptness of the quote such that participants found the movie quote significantly more apt  $F(1,91) = 93.48$ ,  $P < .01$  ( $\eta^2 = .51$ ) for fitting in than the plain English (SMQ: 5.23; PE: 3.24). However; there was a significantly greater likelihood  $F(1,92) = 10.07$ ,  $P < .01$  ( $\eta^2 = .099$ ) for using either the plain English or movie quote when it was presented second (3.86) compared to when either were presented first (3.04). Although the movie quote remained more likely to be used compared to the plain English quote overall.

### To Clarify

SMQ: “What we’ve got here is a failure to communicate.” – *Cool Hand Luke* (1967)

PE: “We don’t understand each other.”

No significant effects were found.

### To be Polite

SMQ: “If you can dream it, you can do it.” – *Blades of Glory* (2007)

PE: “You can accomplish anything you set your mind to.”

A significant main effect of quote type for likelihood was found  $F(1,92) = 15.37$ ,  $P < .01$  ( $\eta^2 = .14$ ). Participants were more likely to use the plain English (5.05) compared to the movie quote (4.11) to be polite. Not surprisingly, participants also found the plain English significantly

more apt  $F(1,92) = 24.16$ ,  $P < .01$  ( $\eta^2 = .21$ ) for being polite than the movie quote (PE: 5.88 & SMQ: 4.97).

### To De-emphasize

SMQ: “Elementary, my dear Watson.” – *The Return of Sherlock Holmes* (1929)

PE: “It’s common sense.”

A significant main effect of quote type for likelihood was found  $F(1,92) = 55.37$ ,  $P < .01$  ( $\eta^2 = .38$ ). Participants were more likely to use the plain English (5.51) to de-emphasize in conversation compared to the movie quote (3.47). An additional significant main effect of quote type for aptness was found  $F(1,92) = 17.84$ ,  $P < .01$  ( $\eta^2 = .16$ ). Participants found the plain English (5.29) more apt for de-emphasizing than was the movie quote (4.35). The relatively larger effect sizes suggest that participants may want to be as clear as possible when de-emphasizing. This would support Grice’s (1975) assertion about the speakers’ goal to be as clear, concise, and complete as possible.

### To get Attention

SMQ: “Houston, we have a problem.” – *Apollo 13* (1995)

PE: “We have a situation that needs attending.”

A significant quote type by discourse goal interaction for likelihood was found  $F(1,91) = 12.53$ ,  $p < .01$  ( $\eta^2 = .12$ ). Participants indicated they were more likely to use the movie quote (SMQ: 5.22; PE: 4.57) when the discourse goal was unknown. However, when the discourse goal was present, participants were more likely to use the plain English quote (5.5) rather than movie quote (4.67) to get attention. Perhaps this is because the participants who knew the underlying discourse goal found the plain English interpretation more explicitly calling for attention and therefore more likely to get attention while the movie quote might have been seen



as useful more broadly than to only “get attention”. This result supports Grice (1975) but does not illuminate why the movie quote would be more likely to be used when the discourse goal is unknown. Furthermore, this is the only quote type (QT) by discourse goal (DG) interaction that favored the SMQ when no discourse goal is known. Perhaps the movie line was chosen when no discourse goal was known because it would be considered more memorable or distinct.

#### To Guide Another's Actions

SMQ: “There is more to life than to watch other people live it.” – *Hitch* (2005)

PE: “Don’t worry about what other people are doing.”

A significant main effect of quote type for likelihood was found  $F(1,91) = 20.19, P < .01$  ( $\eta^2 = .18$ ). Participants were more likely to use the plain English (5.78) to guide another’s actions compared to the movie quote (4.96). This might be because the plain English quote was clearly stated as an imperative and thus may have a stronger illocutionary force in guiding another’s actions than the movie quote, stated as a declarative sentence.

#### To Exclude Others

SMQ: “I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.” – *Monty Python and the Holy Grail* (1975).

PE: “I don’t want to associate with you.”

A significant main effect of quote type for likelihood was found  $F(1,91) = 17.06, P < .01$  ( $\eta^2 = .16$ ) such that participants were more likely to use the plain English (3.73) rather than the movie quote (2.50) to exclude others from a conversation, although neither was rated very likely to actually be used in conversation. Not surprisingly, participants also found the plain English significantly more apt  $F(1,91) = 25.44, P < .01$  ( $\eta^2 = .22$ ) compared to the movie quote for excluding others from a conversation (PE: 4.38; SMQ: 3.12 respectively). When participants

were aware of the discourse goal they rated both the movie quote and plain English quote significantly more apt  $F(1,91) = 14.30, P < .01 (\eta^2 = .14)$  compared to when they were unaware of the discourse goal (No DG: 3.13; DG present: 4.38).

#### To be Humorous

SMQ: “Surely you can’t be serious?!” “I am serious, and don’t call me Shirley.” – *Airplane!* (1980)

PE: “That can’t be what you mean.” “If I didn’t mean it I wouldn’t have said it.”

A significant quote type by discourse goal interaction was found for aptness  $F(1,91) = 16.66, P < .01 (\eta^2 = .16)$  such that participants found the plain English quote more apt (5.11) than the movie quote (4.55) when no discourse goal was present. However, when the participants were aware of the discourse goal, *to be humorous*, the movie quote was seen as significantly more apt (5.27) than plain English (4.55).

#### To be Unconventional

SMQ: “I’m like a peacock, you gotta let me fly!” – *The Other Guys* (2010)

PE: “I’m unique and you need to accept that.”

No significant effects were found.

#### To Find Common Ground

SMQ: “Did we just become best friends?” – *Step Brothers* (2008)

PE: “Did we finally agree on something?”

No significant effects were found.

#### To Provoke Thought

SMQ: “Life is like a box of chocolates, you never know what you’re gonna get.” – *Forrest Gump* (1994)

PE: “Life is full of mystery, you just have to see what happens.”

A significant main effect of quote type on aptness was found  $F(1,91) = 16.66$ ,  $P < .01$  ( $\eta^2 = .16$ ) such that participants found the movie quote (5.97) more apt to provoke thought compared to the plain English quote (5.60).

### To Add Interest

SMQ: "He's tryin to lead you down the path of righteousness. I'm gonna lead you down the path that rocks!" – *The Emperor's New Groove* (2000)

PE: “While he may be trying to get you do to the right thing, you can come with me and do something fun instead.”

A significant main effect of discourse goal on aptness was found  $F(1,91) = 4.45$ ,  $P < .01$  ( $\eta^2 = .08$ ) such that participants knowledge of the discourse goal significantly increased the aptness of both quote types (3.69 to 4.77). Additionally, A significant interaction of discourse goal by order on likelihood was found  $F(1,92) = 8.05$ ,  $P < .01$  ( $\eta^2 = .08$ ). Participants were significantly more likely to use the plain English quote when it was presented first and the discourse goal was known compared to when the plain English quote was presented first with no knowledge of the discourse goal (3.66 v. 2.78). However, the opposite pattern appeared regarding the use of the movie quote. Specifically, participants were more likely to use the movie quote when it was presented first and the discourse goal was unknown (3.90 v 3.17). This result is unique as no other discourse goals examined showed this particular interaction. Interestingly, neither quote appeared to be significantly more apt as a way of adding interest.

### To be Eloquent

SMQ: “Every man dies, but not every man really lives.” – *Braveheart* (1995)

PE: “Not everyone experiences life to the fullest extent.”

Participants rated the movie quote significantly more apt  $F(1,92) = 16.72, P < .01 (\eta^2 = .15)$  to be eloquent in conversation compared to the plain English quote (5.64 vs 5.05), regardless of the knowledge of a discourse goal, but not significantly more likely to use in conversation.

To Demonstrate Popular Culture Knowledge

SMQ: “I would choke the shit out of Glee if I could...If Glee was a person.” – *21 Jump Street* (2012)

PE: “I don’t like the TV show Glee.”

A significant main effect was found for quote type on the likelihood of use in conversation  $F(1,91) = 21.62, P < .01 (\eta^2 = .19)$ . Participants were more likely to use the plain English (3.88) to demonstrate popular culture knowledge rather than the movie quote (2.78) when forced to choose. However, in looking at the means, it is apparent that neither quote was actually very likely to be used in conversation. Participants also found the plain English quote to be significantly more apt  $F(1,91) = 42.35, P < .01 (\eta^2 = .32)$  for demonstrating their popular culture knowledge compared to the movie quote (4.79 v. 3.13 respectively). However, there was a significant interaction for aptness  $F(1,91) = 7.38, P < .01 (\eta^2 = .08)$  such that when the discourse goal was present, participants rated the movie quote significantly more apt (3.39) than when it was absent (2.88); this trend was the opposite for plain English (5.22 no DG) v. (4.35 DG). The knowledge of the discourse goal could have increased the aptness of the movie quote because it would demonstrate that not only does the participant know about the show *Glee* (which the PE quote demonstrates as well) but that they are also familiar with the movie being quoted.

### To Manage the Discourse

SMQ: “This one time, at band camp.” – *American Pie* (1999)

PE: “I’m going to tell you about something that happened.”

A main effect was found of quote type on likelihood  $F(1,90) = 16.73$ ,  $P < .01$  ( $\eta^2 = .16$ ) indicating that participants were more likely to use the plain English (5.21) to manage the discourse rather than the movie quote (4.15). Additionally, a main effect was found on likelihood as a function of the presence or absence of the discourse goal,  $F(1,90) = 7.31$ ,  $P < .01$  ( $\eta^2 = .08$ ). Participants were more likely to use both the plain English and the movie quote when the discourse goal was unknown (5.06) compared to when the discourse goal was known (4.30). This result may suggest that the selected movie quote was not well suited to accomplish the corresponding discourse goal in conversation. This assertion is further supported in that participants found the plain English quote (5.67) significantly more apt,  $F(1,91) = 41.73$ ,  $P < .01$  ( $\eta^2 = .31$ ), than the movie quote (4.31). When you read the quotes, it is clear that the plain English quote more explicitly moves the conversation in a new direction than does the SMQ.

### To Contrast Differences

SMQ: “Love and hate are two horns on the same goat, Eugenia” – *The Help* (2011)

PE: “We’re all made up of both good and bad.”

A main effect of quote type on aptness was found such that participants found the plain English (5.38) significantly more apt than the movie quote (4.40),  $F(1,90) = 22.34$ ,  $P < .01$  ( $\eta^2 = .21$ ), regardless of whether or not the discourse goal was known. Additionally, participants were significantly more likely,  $F(1,90) = 63.72$ ,  $P < .01$  ( $\eta^2 = .41$ ), to use the plain English quote (5.03) rather than the movie quote (3.08) in conversation, presumably as a result of the greater aptness.

### To Show Positive Emotion

SMQ: “Hakuna Matata” – *The Lion King* (1994)

PE: “No worries.”

A quote type by discourse goal interaction was found for the aptness of the movie quote  $F(1,91) = 15.45$ ,  $P < .01$  ( $\eta^2 = .15$ ) indicating that the movie quote was more apt for showing positive emotion when the discourse goal was known (6.23) compared to the plain English (5.43). However, when the discourse goal was unknown the movie quote (5.97) was less apt than the plain English (6.22). Conversely, participants found the plain English less apt when the discourse goal was known (5.43) compared to when the discourse goal was unknown (6.22).

### To Connect with Others

SMQ: “If you’re a bird, I’m a bird.” – *The Notebook* (2004)

PE: “If you do it, I’ll do it too.”

A main effect of quote type for likelihood was found,  $F(1,90) = 8.82$ ,  $P < .01$  ( $\eta^2 = .09$ ). Participants were more likely to use the plain English to connect with others (5.22), compared to the movie quote (4.50).

### To Show Negative Emotion

SMQ: “Where did you get your clothes from, the toilet store?” – *Anchorman: The Legend of Ron Burgundy* (2004)

PE: “You look like a slob.”

Participants were significantly more likely to use the plain English compared to the movie quote,  $F(1,90) = 7.10$ ,  $P < .01$  ( $\eta^2 = .21$ ) to show negative emotion (3.67 v. 2.99). Having the knowledge of the underlying discourse goal significantly increased the perceived aptness for both the plain English and movie quote (4.43 combined) compared to when the discourse goal

was unknown (2.88 combined),  $F(1,91) = 21.61$ ,  $P < .07$  ( $\eta^2 = .19$ ). This may suggest that knowing the individual intends to show negative emotions may increase the acceptability/aptness of the quote.

### To Protect the Self

SMQ: “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – *Hot Rod* (2007)

PE: “I’m embarrassed by what I just said so I’m going to change it around.”

Participants were significantly more likely to use the plain English quote (3.93) over the movie quote (3.21) *to protect the self*,  $F(1,91) = 7.86$ ,  $P < .01$  ( $\eta^2 = .08$ ); however, it appears neither quote was actually very likely to be used in conversation by the participants.

Furthermore, the plain English was rated significantly more apt,  $F(1,91) = 62.66$ ,  $P < .01$  ( $\eta^2 = .41$ ), for accomplishing the discourse goal compared to the movie quote (4.89 v. 3.11), even though the knowledge of the underlying discourse goal significantly increased the aptness of both the plain English and movie quote (4.33 DG known) compared to when the discourse goal was unknown (3.68 DG unknown),  $F(1,91) = 6.96$ ,  $P < .01$  ( $\eta^2 = .07$ ).

### To Emphasize

SMQ: “Say hello to my little friend!” – *Scarface* (1983)

PE: “Look what I got!”

Participants rated the plain English quote significantly more apt compared to the movie quote overall (5.41 SMQ v. 4.58 PE);  $F(1,91) = 15.97$ ,  $P < .01$  ( $\eta^2 = .15$ ). However, this was qualified by a significant quote type by discourse goal interaction  $F(1,91) = 7.22$ ,  $P < .01$  ( $\eta^2 = .07$ ). When the discourse goal was known the plain English aptness dropped (5.64 to 5.17), whereas the movie quote aptness increased (4.25 to 4.90). Although the movie quote aptness increased upon knowing the discourse goal, it was not enough of a change to make the movie

quote more likely to be used in conversation. This result along with others gives some credence to the assertion that knowing the underlying goal or intention behind the speaker might be important for the successful use of a social movie quote.



## Chapter 6 - General Discussion

The results from the four studies are discussed below, first in sections discussing a little about each study to re-familiarize the reader. Next, the overall research question is discussed. Finally, a more wide-reaching conversation about the obtained results and discourse goals in general is discussed in the conclusion section.

### Overview of Findings

Study 1 examined the use of social movie quoting abstractly through the investigation of movie viewing preferences, open-ended responses, demographic variables, and free-response, allowing for the identification of four additional discourse goals. First, a content analysis was conducted on the open-ended question “In your opinion, what is the underlying goal or intention behind social movie quoting?” Although most responses fit into Roberts and Kreuz’ discourse goal taxonomy, four additional goals emerged which did not. These goals were: *to connect with others*; *to demonstrate pop culture knowledge*; *to be memorable*; and *to find common ground*. It was important to include these four additional goals from the content analysis along with the 19 goals Roberts and Kreuz identified in the subsequent studies to examine if the additional goals were truly unique to social movie quoting or if they were just as likely to be accomplished by plain English. The latter appears to be the case.

Study 2 generated realistic social movie quotes for each of the 23 unique discourse goals. Study 3 utilized a different sample to generate plain English counterparts for each social movie quote generated in Study 2. The final selection of optimal social movie quotes and their plain English counterparts were selected through a discussion process by a group of language researchers.

Study 4 examined whether knowledge of the underlying discourse goal in conversation was important for the selection of the movie quote in conversation. Furthermore, Study 4 examined whether individuals actually used social movie quotes to accomplish a set of discourse goals that traditional types of figurative language already accomplish, thus making a social movie quote a vehicle for traditional figuration. To establish if social movie quoting was used as a vehicle for traditional types of figurative language, the results from Study 4 were used to examine which discourse goals the social movie quotes shared with traditional figurative devices established in the Roberts and Kreuz taxonomy. Specifically, if a movie line was found to have a significant main effect for either aptness or likelihood, then the discourse goal the movie quote represented was identified on the Roberts and Kreuz taxonomy. Once all the discourse goals were identified on the taxonomy that the movie quotes best represented, the relationship between movie quotes and traditional figures could be examined.

Conversely, Study 4 looked for evidence that movie quotes accomplish a unique set of discourse goals, such as those identified in Study 1, making a movie quote more like a novel type of figuration not yet established in the literature. This information was also provided by mapping the discourse goals represented by movie quotes onto the Roberts and Kreuz taxonomy.

**RQ: Are social movie quotes used as a vehicle for traditional figurative language devices, or, are social movie quotes used to accomplish a unique set of discourse goals separate from traditional figures?**

Up to this point social movie quoting in this research has been framed in the broader context of figurative language; however, it may still be unclear to the reader on how to best couch the act of social movie quoting into the broader speech act theories. The results from these studies have suggested that social movie quotes are primarily used as a vehicle to

accomplish the same discourse goals as some traditional figurative language devices, especially hyperbole and under-statement. Given that the overall fit with social movie quoting in general is not all that close with traditional figures, this may suggest that viewing movie quoting as a unique type of figurative language may be reasonable.

The results from Study 4 indicate that social movie quoting in conversation most often is used to accomplish a pattern of discourse goals most similar to that of the traditional figures of hyperbole (exaggeration) and understatement. This result suggests that social movie quoting is likely to be used to illustrate extremes. Specifically, the movie quotes which were rated the highest in aptness compared to the plain English quotes were for the same discourse goals that are best accomplished by a hyperbole, understatement, and to a slightly lesser extent, metaphor, and simile in Roberts and Kreuz' (1994) taxonomy (Table 1). These patterns of goals best accomplished by social movie quoting are: *to be conventional*, *to provoke thought*, *to be eloquent*, *to get attention*, *to show positive emotion*, and *to emphasize* (Table 8). This result provides evidence to suggest that movie quotes are perhaps most useful for either exaggerating similarity or downplaying it, compared to the goals that traditional devices best accomplish (e.g. hyperbole, understatement, metaphor, and simile).

The content analysis (Table 3) from Study 1 provides additional support for this result. Specifically, looking at the three most often indicated discourse goals accomplished through social movie quoting (i.e. *to be humorous*, *to be conventional*, and *to add interest*) from the content analysis in Study 1, the traditional figure of language which they share the most discourse goals with from Roberts and Kreuz' taxonomy (Table 1) is hyperbole, that is, an exaggerated claim not meant to be taken literally. Irony was a close second, represented primarily by the goals *to be humorous* and *to add interest*.

Aside from a few similarities to more traditional figurations (e.g. hyperbole), the content analysis from Study 1 identified four additional discourse goals participants intuitively believed to be commonly accomplished by social movie quoting. These goals were: *to connect with others*, *to demonstrate popular culture knowledge*, *to be memorable*, and *to find a common ground*. Unfortunately, the use of SMQs to express these four discourse goals was not particularly supported by the data from Study 4. The goal *to connect with others* was best accomplished by the plain English quote despite it representing 21% of the responses in Study 1 as an underlying reason to use a movie quote. The goal *to demonstrate popular culture knowledge* was rated more apt when the discourse goal was known, however; the movie quote was still comparatively less apt than the plain English. The goal *to be memorable* had an order effect that was found for the movie quote and its plain English counterpart as well. The goal *to find common ground* was non-significant despite boasting 11% of responses in the content analysis.

Study 1 suggested that the context and familiarity with the movie being quoted was only of minor importance (see Table 5). This also appeared to be the case in Study 4 but is difficult to know for certain. The fact that people in Study 2 had generated quotes they actually used suggest either that they knew the context and thought the hearer would also or that they determined knowing the context was not necessary. For example, it is possible that one would use a highly familiar quote thought to have received wide cultural penetration such as the quotes produced for this study from *The Godfather* (“I’ll make him an offer he can’t refuse.”) or *Lion King* (“Hakuna Matata”).

Some quotes were very familiar like the two aforementioned quotes and came from “classics” such as *Forrest Gump*, *Apollo 13*, and *The Return of Sherlock Holmes*. Other quotes

could be considered much more obscure, coming from more contemporary comedies such as *Blades of Glory*, *Talladega Nights: The Ballard of Ricky Bobby*, and *Mean Girls*. Future research might address the role of context in more depth. It is possible that there is a point at which a movie reaches a certain level of fame and one assumes that knowledge of the context is not necessary for the receiver to be familiar with the quote. Conversely, knowledge of context may be more important for the more contemporary films, especially for discourse goals such as *demonstrate popular culture knowledge*.

## Chapter 7 - Conclusion

The developing picture from these four studies suggests that individuals rely more often on plain English rather than movie quotes for accomplishing their communicative goals, with a few exceptions. Only four out of twenty-three movie quotes in Study 4 were rated as more likely to be used in conversation than their plain English counterparts (three of the four have qualifiers of order or discourse goal) and only three movie quotes were found to be more apt than the plain English quotes (i.e. *to be conventional*, *to provoke thought*, *to be eloquent*) – six if you add the qualifier of the discourse goal being known (Table 8). Only one discourse goal out of the eight, *to be conventional*, was found to have the movie quote rated as more apt and likely to be used. There was no other overlap in aptness or likelihood ratings in the discourse goals.

The fact that plain English quotes were generally found to be more apt and likely to be used was not terribly surprising when considering the specific movie lines and their plain English counterparts. Generally speaking, the plain English version was much more clear, concise, and direct. To make sure of accomplishing a specific discourse goal with minimal chance of confusion, plain English is the most sure-fire way. Additionally, without the proper movie context and the prosodic cues that would be present in speech (but not writing), it might be more difficult to identify some quotes as coming from a movie as well as being very cumbersome to interpret the non-literal language without sufficient or appropriate context, as Hoffman & Kemper (1987) suggest. Additionally, some of the movie quotes have a fairly distinctive literary style, which is not representative of how people typically speak (E.g. “Elementary, my dear Watson” – *The Return of Sherlock Holmes*). It is also possible that the particular quote chosen did not “work” for everyone, though another one with the same discourse goal might have. That is, movie quotes appear to be highly related to individual taste.

Similar to Harris et al.'s, (2008) findings, all participants in Study 2 were able to provide a movie quote from memory when asked, even when constrained by thinking of an example used for a specific purpose. This is especially interesting given that findings from Study 1 suggested that many of the discourse goals were not perceived as being accomplished very often in conversation through the use of social movie quotes (Table 3). The responses from Study 1 suggested that participants generally felt they could accurately quote movie lines verbatim. This did not appear to be a problem and indeed was expected as Harris et al. found a 43-69% verbatim accuracy level and roughly 90% gist accuracy in their study. For this reason we did not correct the wording of the quotes generated, as the given form was considered as offered by the participant as how that quote was remembered and would have been spoken in conversation.

### **Preferences for Social Movie Quotes**

The results from Study 4 indicated that participants reported being more likely to use a movie quote, at least under certain conditions, rather than the plain English counterpart to accomplish only the following four goals: *to be memorable*, *to be conventional*; *to add interest*; and *to get attention*, and three of these only under certain conditions. Specifically, participants were more likely to use a movie quote compared to plain English for a single discourse goal, *to get attention*, only when the discourse goal was unknown. Likewise, participants were only more likely to use the movie quote *to add interest* when the movie quote was presented first and the discourse goal was unknown. This result is somewhat supported by the content analysis in Study 1 which categorized participants' comments to the question "In your opinion, what is the underlying goal or intention behind social movie quoting?" The goals *to be conventional*, *to add interest*, and *to get attention*, were the 3<sup>rd</sup>, 4<sup>th</sup>, and 7<sup>th</sup> most frequently reported goals out of 23 for social movie quoting, respectively.

Interestingly, only two significant results were found in Study 4 for the two most common discourse goals for using a movie quote reported in Study 1: *to be humorous* (39%) and *to connect with others* (21%). Specifically, a quote type by discourse goal interaction was found for the goal *to be humorous* in which the movie quote was only considered more apt when the discourse goal was known. A main effect of likelihood for the goal *to connect with others* was found in support of plain English. No significant main effects were found between these two goals in support of movie quotes, despite being cited as the two most common reason for movie quoting.

In general, participants overall were not very likely to use the particular movie lines or find them particularly apt compared to plain English. Participants' responses in Study 4 indicated that, for only 5 of 23 discourse goals were the movie quotes rated more apt compared to plain English, and those only with a few qualifiers. The following goals were indicated as more apt when communicated through a social movie quote than the plain English quotes: *to be conventional*; *to provoke thought*; *to be eloquent*; *to show positive emotion*; and *to be humorous*. The latter two were only identified as more apt only when the discourse goal was explicitly given. Furthermore; *to be conventional* was the only discourse goal identified where the social movie quote was rated both more apt and more likely to be used in conversation.

These results, along with the results from Study 1, provide some evidence regarding the importance for knowing the speaker's underlying discourse goal as a prerequisite for the successful use of a social movie quote. For example, in Study 1, the goal *to be humorous* was reported as the most common reason to use a movie quote; however, when comparing the movie quote to the plain English in Study 4, the goal *to be humorous* was only found to be more apt when the underlying discourse goal was known. However, it is important to note that difference



between Studies 1 and 4 may be due to the particular examples used in study 4 which may not actually be very representative of the corresponding discourse goal nor the particular preference of the rater.

### **Knowledge of Discourse Goals.**

Having the knowledge of the underlying discourse goal has been shown to have a significant impact on both aptness and likelihood of a movie quote. Four main effects of discourse goal knowledge were found, such that having the knowledge of the discourse goal increased the aptness of the quotes used to accomplish the following goals: *to exclude others*, *to add interest*, *to show negative emotion*, and *to protect the self*. Only once did having knowledge of the discourse goal produce lower likelihood ratings, for the discourse goal *to manage the discourse*. When looking at the movie line and plain English quotes for the underlying discourse goal in the cases where knowledge of discourse goal increased aptness, some patterns emerged. As standalone quotes the movie lines and plain English don't appear to lend themselves very well to any identifiable goal except that they are all, except one (*To Add Interest*) fairly negative quotes which "put down" or distance others (See Table 12 for quotes). Perhaps once the discourse goal is known, the rater can apply some charitable interpretation in regard to how the quote was intended, rather than how it was actually interpreted. A new selection method for movie lines is discussed in the future research section as a potential way to avoid issues of context or charitable interpretation.

Some interesting cross-over interactions appeared for aptness ratings (See Table 10 for means). Knowledge of the discourse goal significantly increased the aptness of the movie quotes while lowering the aptness ratings of the plain English for the following four goals: *to be humorous*, *to demonstrate popular culture knowledge*, *to show positive emotion*, and *to*

*emphasize*. However, the likelihood ratings of the discourse goals *to get attention* and *to add interest* actually showed the opposite trend for the movie lines. In this case knowledge of the discourse goals actually increased the likelihood for using the plain English in conversation. Again, when examining the quotes it would appear that the preferred quote for use in conversation is the more literal, plain English of the two which does not require much interpretation. These results appear to support the idea that knowing the underlying discourse goal or intention behind the quotes is critical for its successful use. Although, when the underlying discourse goal is known, the more ambiguous movie quotes can be more apt for use in conversation. However, when the discourse goal might be unclear, the more explicit plain English tends to be preferred for communication which makes intuitive sense.

### **Preferences for Plain English.**

Whereas only four movie quotes were identified as more likely to be used in than plain English conversation, twelve plain English quotes were identified as more likely to be used than social movie quotes in conversation. The 12 goals more likely to be accomplished by plain English are: *to protect the self*; *to be polite*; *to deemphasize*; *to guide another's actions*; *to exclude others*; *to demonstrate popular culture knowledge*; *to manage the discourse*; *to contrast differences*; *to connect with others*; *to show negative emotion*; *to get attention* (only when the DG was present); and *to add interest* (only when the DG was known and the PE was presented first). See Table 9 in Appendix A for a breakdown of likelihood main effects and interactions. Additionally, ten plain English quotes were rated significantly more apt than their movie quote counterpart. The ten plain English quotes rated more apt were those for the discourse goals of : *to be polite*; *to deemphasize*; *to exclude others*; *to demonstrate popular culture knowledge*; *to manage discourse*; *to contrast differences*; *to protect the self*; *to emphasize*; *to show positive*

*emotion*; and *to be humorous*. However, the latter three were only rated more apt when no discourse goal was known. See Table 8 for a breakdown of aptness main effects and interactions.

When looking at quote type main effects for both dependent variables (aptness and likelihood) together, plain English was rated significantly more apt than the movie quotes for 6 discourse goals (*to be polite*, *to deemphasize*, *to demonstrate popular culture knowledge*, *to manage the discourse*, *to contrast differences*, and *to protect the self*); whereas only one movie line was rated both significantly more apt and more likely to be used - *to be conventional*. This result suggest overall that quotes seen as more apt (whether SMQ or PE) are more likely to actually be used in conversation. This result is one of the few results that shows some consistency across all the discourse goals as well as making intuitive sense.

### **The Odd Ducks.**

The “odd duck” is an idiomatic expression that describes someone or something that doesn’t neatly fit into a category because of some unusual or idiosyncratic characteristics. The following discourse goals could be considered the “odd ducks”. Neither the movie quote nor plain English quote is any more likely or apt than the other *to compare similarities*, *to clarify*, *to be unconventional*, or *to find common ground*. Moreover, neither the presence nor absence of a discourse goal, nor order, nor quote type had a significant effect on any of these four goals. This result is perhaps because the particular sample of movie quotes and their plain English equivalents selected for these discourse goals were found to be equally good (See Tables 10 and 11). It appears that both the movie quote and plain English were considered relatively apt and likely to be used in conversation. However, the content analysis from Study 1 suggested that the goals *to clarify* and *to be unconventional* did not particularly lend themselves to the act of movie

quoting. The reasons reported for social movie quoting that fit within the goal *to clarify* only comprised three percent of the total responses making it the fourth least likely discourse goal to be used; *to be unconventional* made up only 1% of the responses making it the second least likely goal to be accomplished through a movie quote. However, the other two “odd ducks,” *to compare similarities* and *to find common ground*, represented a relatively larger amount of responses (12% & 11%, respectively). See Table 3.

The order of presentation was never significant for aptness and only had two significant main effects for likelihood (*to be memorable*, *to be conventional*), in both cases with the quote presented 2<sup>nd</sup> being preferred. Additionally there was one order by discourse goal interaction in which the movie quote was more likely to be used if it was presented first and the discourse goal was unknown. Because there is no obvious explanation as to why order may have influenced likelihood ratings for this/these DGs and the fact that this interaction was obtained in only one case, it is possible that these may be significant due to type I error, but it is clear that, overall, the presentation order of the quotes does not matter, especially for aptness.

### **Limitations.**

Perhaps the major limitation of this thesis are the quotes themselves from Studies 2-4. It is likely that not all quotes represented the target discourse goal equally well. It is also possible that some of the quotes could represent multiple discourse goals without the context given. Without having examples of naturally occurring language, it is difficult to verify if the methods used accurately captured how discourse goals are accomplished through social movie quoting. Furthermore, the quotes were rather limited in scope (i.e. mostly from critically acclaimed “classics” or contemporary comedies) and may have been at least sometimes partially dependent on the rater being familiar with the quote. Without the context from the movie scene or the

discourse goal being present, some quotes may have appeared to serve no purpose at all to those unfamiliar with the movie line. Familiarity of the movie was not assessed. Assessing participants' familiarity with the movie (i.e. having watched the film versus recognizing a quote) would have provided important information for interpreting the results from Study 4. Specifically, by having knowledge of a participant's familiarity with the movie, stronger conclusions could have been drawn about why some movie quotes were rated as more apt or likely than others.

The methodology used lacked environmental cues that may have been similar to the movie scene as well as the prosodic cues from speech. Presumably both of these factors would be available to a differing degree in normal conversation in which a movie quote would be used. Without these types of cues, one would suspect it might produce lower aptness and likelihood ratings from the participant for a movie quote, compared to the plain English quote which are more easily understandable with no context or prosodic cues, which might be especially beneficial for comprehension of social movie quotes.

Movie viewing and movie quoting is very individual. The method used in Study 4 of exposing all participants to the same quote for each discourse goal may underestimate its aptness because any given quote would not be consistent with the personal style or preferences of many people. This was one dilemma of this type of research – do we give people specific quotes or have each person come up with his or her own quote? In a sense we tried to do both within this series of studies, having provided a specific quote in Study 4 and having participants think of movie quotes in general in Study 1. Although there was some convergence between Studies 1 and 4, the different methodologies used may have left some gaps in our understanding, the interpretability of results, and ultimate synthesis of the studies. A more robust method might be

to actually place participants in a context in which they are asked to produce a movie quote at a given moment or observe naturally occurring conversation after a group viewed a movie together. Finally, some of the discourse goals were very similar (e.g. *to connect with others*, *to find common ground*, and *to be conventional*). A factor analysis could have been conducted to establish which of these discourse goals is the most represented of the corresponding behaviors.

### **Future Research.**

At this time, the evidence suggests that social movie quoting could be viewed as a type of figurative language device, or at the very least a useful vehicle for other types of figurative language, and therefore should be continued to be studied as such. There are many different ways this type of research could be conducted, depending on how it is framed. In this research, social movie quotes were most often used for similar purposes as hyperbole and understatement, and to a slightly lesser extent like a metaphor and simile. Although the movie quotes in this study were used most similarly to the traditional figures hyperbole and understatement to highlight extremes (i.e. contrast large differences) compared to plain English, this does not limit movie quotes from being used as figurative language vehicles for accomplishing other discourse goals. There are an endless number of movie lines that could be quoted for all sorts of different purposes. This thesis is only a first step for understanding what drives the social movie quoting phenomena.

One potential method that could provide a better understanding of how social movie quotes are actually used for accomplishing discourse goals in conversation would be to simply have participants choose which movie lines accomplish a specific goal from a large corpus of movie quotes. Movie quotes could easily be pulled from a wide range of movie scripts off of the IMDB database. The IMDB already has movie lines classified by the IMDB users as memorable

movie quotes. A “drag and drop” method could be programed on a computer which participants “drag” movies lines they believe could be used to accomplish a specific discourse goal and simply “drop” the movie line into the discourse goal. This method would allow users to select quotes from a wide range of films and use the same quote for more than one discourse goal. This method could also provide the researcher with information about the participant which could be used to build a type of quoter profile.

It would be interesting to see if younger and older individuals differ in their use of social movie quoting. Children often quote what they hear on television. Studying movie quoting with children could provide new insights into how children process media content. Bandura’s theory of observational learning could be applied to this group, similarly to the application in the Harris et al. (2008) study. Specifically, one could measure the child’s attention to the film, the retention of the content (through quoting) and then identify factors which may motivate the production of the movie quotes.

Additionally, future research would benefit from the use of using natural conversation recordings to gain a broader understanding of how discourse goals for figurative language are actually used in conversation. This method would allow for the coding of prosody and contextual cues and provide more empirically based claims about their importance for successful movie quoting. Furthermore, a larger sample of quotes for each discourse goal with greater diversity (i.e. “classics”, drama, action, suspense, etc.) would provide a richer data set. Another method which could be used would be to have participants watch a movie in a group together and discuss their thoughts about it after. A semi-structured interview could be used to prompt quoting and then try to identify commonalities of the produced quotes.

According to Danescu-Niculescu-Mizil et al. (2012), memorable movie quotes tend to use fewer third-person pronouns, more indefinite articles, fewer past tense verbs, and more present tense verbs than non-memorable quotes, characteristics that Danescu-Niculescu-Mizil et al. argue make them more “portable.” To figure out if this coding method would be worth pursuing for future research, the movie quotes and plain English quotes in this study were coded post hoc (See Tables 13 and 14 in Appendix A). A two-tailed paired sample t-test was conducted on the number of third-person pronouns, indefinite articles, past tense verbs, and present tense verbs in each quote. The results show that the movie lines had significantly fewer third person pronouns (3 compared to 11),  $t(22) = 2.15, p = .043$  and significantly more indefinite articles (8 compared to 1),  $t(22) = -2.91, p = .008$ . Both of these results are consistent with Danescu-Niculescu-Mizil et al. claims.

However, inconsistent with Danescu-Niculescu-Mizil et al.’s claims for portability is that the movie lines in this study contained significantly more (8 compared to 2) past tense verbs  $t(22) = -2.29, p = .031$ , when it should have contained fewer. No significant differences were detected in regard to present tense verbs  $t(22) = 2.05, p = .052$ . The movie lines should have contained more present tense allowing for portability but the sample in this study actually contained fewer (48 compared to 67). Since this analysis was conducted post-hoc it is difficult to draw meaningful conclusions from this and either support or refute the conclusion of Danescu-Niculescu-Mizil et al. (2012). In the future, this method could be useful as an additional criterion to establish “good” movie quotes. Although the content analysis from Study 1 produced four additional discourse goals, no data provided strong evidence that those goals were accomplished uniquely through the use of movie quoting when compared to traditional figurative devices. Future research would gain clarity through the use of a larger taxonomy,



coding for “portability” and through coding for figurative language within the quotes themselves. If a specific figurative language device was found within the movie quote, then the quote could be removed so it does not skew the results towards the discourse goals that particular quote accomplishes. This would provide stronger support for either viewing movie quoting as unique form of figurative language or dropping the figurative-literal distinction in future study of the phenomena.

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## Appendix A - Tables

Table 1. Roberts and Kreuz' discourse goal taxonomy with percentages of subjects reporting each goal

Discourse goal	Figure of speech							
	Hyperbole	Under-statement	Irony	Metaphor	Simile	Idiom	Indirect request	Rhetorical question
To be conventional	.22	.13	.06	.24	.06	<b>.38</b>	.14	.11
To be unconventional		.13	.06			.13		.06
To be eloquent	.06	.06	.06	.35	.22	.19	.07	
To be humorous	<b>.61</b>	.25	<b>.65</b>		<b>.33</b>	<b>.44</b>	.07	
To protect the self		.31	.06			.06	<b>.57</b>	.17
To compare similarities				.35	<b>.33</b>			
To contrast differences		.06	.18	.06				
To emphasize	<b>.67</b>	.31	.35	.24	.11	.31	.07	.28
To de-emphasize		.75			.11	.06	.07	
To add interest	.33	.06	.24	.71	.22	.31		
To provoke thought	.22	.06	.29	.35	<b>.39</b>	.06		.22
To differentiate groups		.06	.12		.06	.13		
To clarify	<b>.83</b>	.13	.35	<b>.82</b>	<b>.94</b>	<b>.38</b>	.07	<b>.72</b>
To be polite		.06				.06	<b>.64</b>	
To get attention	.11	.25	.18	.12	.11	.13		.17
To show positive emotion	.11	.31	.18	.06	.06	.19	.21	.28
To show negative emotion	.17	<b>.69</b>	<b>.94</b>		.17	.31		<b>.56</b>
To guide another's actions			.06			.06	<b>.64</b>	.06
To manage the discourse	.06	.13	.18	.06			.21	<b>.39</b>
Other		.19	.06	.12	.06		.14	.17
Disagreements	.11		.12	.18		.06		.11

*Note.* Percentages in boldface indicate goals listed by at least one third of the subjects in that condition.

Roberts, R. M., & Kreuz, R. J. (1994). Why Do People Use Figurative Language. *Psychological Science*, 159-163.

Table 2. Study 1: Movies Viewed in the Last Month

<u>Movies Viewed</u>	<u>N</u>	<u>Percent</u>
0-5 movies	238	40.8
6-10 movies	215	36.8
11-15 movies	79	13.5
16-20 movies	26	4.5
20+ movies	26	4.5
Total	584	100.0

Table 3: Study 1 Content Analysis: Percentage Reported for Social Movie Quoting.

<u>Discourse Goals</u>	<u>Mean reported use of SMQ</u>
To be humorous	.39
To connect with others	.21
To be conventional	.17
To add interest	.14
To compare similarities	.12
To guide another's actions	.12
To get attention	.11
To find common ground	.11
To provoke thought	.09
To include groups	.09
To emphasize	.09
To demonstrate pop culture knowledge	.09
To show positive emotion	.08
To exclude others	.07
To de-emphasize	.05
To be eloquent	.05
To protect the self	.05
To be memorable	.05
To manage the discourse	.04
To contrast differences	.04
To clarify	.03
To show negative emotion	.02
To be un-conventional	.01
To be polite	.00

Note. Valid N (419)

Table 4. Study 1 Gender Difference in Reported Use of Using a Social Movie Quote

<u>Discourse Goals</u>	<u>Mean: Women</u>	<u>Mean: Men</u>	<u>Sig. (2-tailed)</u>
To be conventional	2.75	2.94	.132
To be unconventional	2.24	2.70	<b>.000*</b>
To be eloquent	2.83	3.10	.041
To be humorous	4.40	4.62	.154
To protect oneself	3.39	3.59	.147
To compare similarities	2.83	3.15	.016
To contrast differences	2.50	2.84	<b>.005*</b>
To emphasize	3.28	3.46	.186
To deemphasize	2.22	2.74	<b>.000*</b>
To add interest	3.63	3.87	.088
To provoke thought	2.70	3.13	<b>.001*</b>
To include others	3.96	4.02	.692
To exclude others	3.15	2.89	.038
To Clarify	2.74	3.17	<b>.001*</b>
To be Polite	2.34	2.56	.053
To get Attention	2.87	3.26	<b>.003*</b>
To Show Positive Emotion	3.74	3.79	.709
To Show Negative Emotion	2.04	2.31	.014
To Guide Another's Actions	2.68	3.16	<b>.000*</b>
To Manage the Discourse	2.68	3.08	<b>.001*</b>

*Note.* Significance with alpha level adjusted to .01 indicated by \*

Table 5. Study 1 Attitudes Regarding the use of Social Movie Quoting

	<u>Mean</u>	<u>Std. Dev.</u>
“I am able to recognize if a SMQ was quoted accurately by someone else in a conversation.”	<i>4.7</i>	<i>1.4</i>
“When I quote a movie line, I am always completely accurate word-for-word.”	<i>4.9</i>	<i>1.6</i>
“Social movie quoting can accomplish certain communication goals more efficiently than direct, literal language.”	<i>4.4</i>	<i>1.4</i>
“The successful use of a SMQ depends on how similar the context is to the context in the movie.”	<i>4.9</i>	<i>1.3</i>
“Social movie quoting is used to demonstrate or depict a situation.”	<i>4.6</i>	<i>1.2</i>
“Social movie quoting is used to describe a situation.”	<i>4.6</i>	<i>1.3</i>
“Social movie quotes are often used to highlight the similarities between the current situation and a related aspects of a shared experience i.e. viewing a movie”	<i>4.9</i>	<i>1.3</i>

*Note.* 1= Strongly Disagree – 7= Strongly Agree



Table 6. Study 1 Attitudes about Using Social Movie Quotes by Gender

<u>Statements</u>	<u>Sex</u>	<u>N</u>	<u>Mean</u>	<u>t</u>	<u>p</u>
“I am able to recognize if a SMQ was quoted accurately by someone else in a conversation.”	Female	321	4.55	-2.462	<b>.014*</b>
	Male	262	4.85		
“When I quote a movie line, I am always completely accurate word-for-word.”	Female	321	3.87	-1.803	.072
	Male	262	4.11		
“Social movie quoting can accomplish certain communication goals more efficiently than direct, literal language.”	Female	321	4.34	-.575	.566
	Male	262	4.40		
“The successful use of a SMQ depends on how similar the context is to the context in the movie.”	Female	321	4.84	-1.287	.198
	Male	262	4.98		
“Social movie quoting is used to demonstrate or depict a situation.”	Female	321	4.53	-.441	.659
	Male	262	4.58		
“Social movie quoting is used to describe a situation.”	Female	321	4.53	-.762	.446
	Male	262	4.61		
“Social movie quotes are often used to highlight the similarities between the current situation and a related aspects of a shared experience i.e. viewing a movie”	Female	321	4.89	.094	.925
	Male	262	4.88		

Note. 1= Strongly Disagree – 7= Strongly Agree

Table 7. Study 1: Attitudes as a Function of the Amount of Movies Viewed Monthly

	<u>Movies Watched per Month</u>	<u>N</u>	<u>Mean</u>	<u>Sig. (2-tailed)</u>
I recognize if SMQ was quoted accurately	0-5 movies	238	4.37	<b>.000*</b>
	6-20+ movies	346	4.90	
I always SMQ accurately	0-5 movies	238	3.68	<b>.000*</b>
	6-20+ movies	346	4.18	
SMQ can accomplish certain communication goals more efficiently than literal language	0-5 movies	238	4.20	<b>.000*</b>
	6-20+ movies	346	4.49	
Success of SMQ depends on how similar the context of the quote is to the use in the movie	0-5 movies	238	4.77	<b>.014*</b>
	6-20+ movies	346	5.00	
SMQ is used to demonstrate/depict a situation	0-5 movies	238	4.51	<b>.047*</b>
	6-20+ movies	346	4.58	
SMQ is used to describe a situation	0-5 movies	238	4.43	.557
	6-20+ movies	346	4.66	
“Social movie quotes are often used to highlight the similarities between the current situation and a related aspects of a shared experience i.e. viewing a movie”	0-5 movies	238	4.72	<b>.032*</b>
	6-20+ movies	346	4.99	

Note. 1= Strongly Disagree – 7= Strongly Agree

Table 8: Study 4 Summary of Aptness Main Effects and Interactions ( $p < .01$ )

<u>Discourse Goal</u>	<u>Quote Type</u>	<u>Order</u>	<u>DG</u>	<u>Interaction</u>
To be Conventional	SMQ > PE			
To be Polite	PE > SMQ			
To De-emphasize	PE > SMQ			
To Exclude Others	PE > SMQ		DG > no DG	
To be Humorous				QTxDG: PE > SMQ when DG unknown. SMQ > PE when DG known
To Provoke Thought	SMQ > PE			
To Add Interest			DG > no DG	
To be Eloquent	SMQ > PE			
To Demonstrate Pop Culture Knowledge	PE > SMQ			QTxDG: PE > SMQ when DG unknown. SMQ > PE when DG known
To Manage the Discourse	PE > SMQ			
To Contrast Differences	PE > SMQ			
To Show Positive Emotion				QTxDG: PE > SMQ when DG unknown SMQ > PE when DG known.
To Show Negative Emotion			DG > no DG	
To Protect the Self	PE > SMQ		DG > no DG	
To Emphasize	PE > SMQ			QTxDG: SMQ > PE when DG known. PE > SMQ when DG unknown

*Note.* Discourse goals not listed showed no significant effects

Table 9: Study 4 Summary of Likelihood Main Effects and Interactions ( $p < .01$ )

<u>Discourse Goal</u>	<u>Quote Type</u>	<u>Order</u>	<u>DG</u>	<u>Interaction</u>
To be Memorable		2 <sup>nd</sup> > 1 <sup>st</sup>		
To be Conventional	SMQ > PE	2 <sup>nd</sup> > 1 <sup>st</sup>		
To be Polite	PE > SMQ			
To De-emphasize	PE > SMQ			
To get Attention				QTxDG: SMQ > PE when DG unknown. PE > SMQ when DG known.
To Guide Another's Actions	PE > SMQ			
To Exclude Others	PE > SMQ			
To Add Interest				DG x ORDER: PE > SMQ when presented 1 <sup>st</sup> and DG known. SMQ > PE when presented first and DG unknown.
To Demonstrate Pop Culture Knowledge	PE > SMQ			
To Manage the Discourse	PE > SMQ		No DG > DG	
To Contrast Differences	PE > SMQ			
To Connect with Others	PE > SMQ			
To Show Negative Emotion	PE > SMQ			
To Protect the Self	PE > SMQ			

*Note.* Discourse goals not listed showed no significant effects

Table 10: Study 4 Aptness Means (1 = Very Inappropriate 7 = Very Appropriate)

Discourse Goal	Means: No Discourse Goal Present		Means: Discourse Goal Present		Marginal Means			
					DG Knowledge		Quote Type	
	PE	SMQ	PE	SMQ	NO DG	DG	PE	SMQ
To be Memorable	4.16	4.24	4.62	4.71	4.20	4.67	4.39	4.48
To Compare Similarities	5.04	5.29	5.54	5.28	5.17	5.41	5.29	5.28
To be Conventional	2.89	5.25	3.59	5.21	4.07	4.40	3.24	5.23*
To Clarify	5.22	5.17	5.37	5.69	5.20	5.53	5.29	5.43
To be Polite	6.04	4.86	5.72	5.07	5.45	5.39	5.88*	4.97
To De-emphasize	5.56	4.41	5.03	4.29	4.99	4.66	5.29*	4.35
To get Attention	5.43	5.76	5.86	5.56	5.60	5.71	5.64	5.66
To Guide Another’s Actions	6.21	5.73	5.91	5.65	5.97	5.78	6.06	5.69
To Exclude Others	3.68	2.58	5.08	3.67	3.13	4.37**	4.38*	3.12
To be Humorous	5.11	4.55	4.04	5.27	4.83	4.66	4.58	4.91
To be Unconventional	4.95	4.75	5.16	5.23	4.85	5.20	5.05	4.99
To Find Common Ground	5.22	5.84	5.67	5.51	5.53	5.59	5.45	5.68

*Note.* Significant differences between quote type (PE and SMQ) are indicated with \* in corresponding columns. Significant differences between DG conditions indicated by \*\* in Marginal Mean column.

Table 10: Study 4 Aptness Means Cont. (1 = Very Inappropriate 7 = Very Appropriate)

<u>Discourse Goal</u>	<u>Means: No Discourse Goal Present</u>		<u>Means: Discourse Goal Present</u>		<u>Marginal Means</u>			
					<u>DG Knowledge</u>		<u>Quote Type</u>	
	<u>PE</u>	<u>SMQ</u>	<u>PE</u>	<u>SMQ</u>	<u>NO DG</u>	<u>DG</u>	<u>PE</u>	<u>SMQ</u>
To Provoke Thought	5.59	6.07	5.60	5.87	5.83	5.74	5.60	<b>5.97*</b>
To Add Interest	3.49	3.89	4.35	4.59	3.69	<b>4.47**</b>	3.92	4.24
To be Eloquent	5.08	5.56	5.02	5.72	5.32	5.37	5.05	<b>5.64*</b>
To Demonstrate Pop Culture Knowledge	5.22	2.88	4.35	3.39	4.05	3.87	<b>4.79*</b>	3.13
To Manage the Discourse	5.75	4.39	5.59	4.23	5.07	4.91	<b>5.67*</b>	4.31
To Contrast Differences	5.72	4.45	5.04	4.35	5.09	4.69	<b>5.38*</b>	4.40
To Show Positive Emotion	6.22	5.97	5.43	6.23	6.10	5.83	5.83	6.10
To Connect with Others	4.94	5.01	5.13	5.16	4.97	5.15	5.04	5.08
To Show Negative Emotion	2.77	2.99	4.80	4.07	2.88	<b>4.33**</b>	3.79	3.53
To Protect the Self	4.64	2.73	5.15	3.50	3.69	<b>4.33**</b>	<b>4.89*</b>	3.12
To Emphasize	5.64	4.25	5.17	4.89	4.95	5.03	<b>5.41*</b>	4.58

*Note.* Significant differences between quote type (PE and SMQ) are indicated with \* in corresponding columns. Significant differences between DG conditions indicated by \*\* in Marginal Mean column.

Table 11: Study 4 Likelihood Means (1 = Very Unlikely 7 = Very Likely)

<u>Discourse Goal</u>	<u>Means: No Discourse Goal Present</u>		<u>Means: Discourse Goal Present</u>		<u>Marginal Means</u>			
					<u>DG Knowledge</u>		<u>Quote Type</u>	
	<u>PE</u>	<u>SMQ</u>	<u>PE</u>	<u>SMQ</u>	<u>NO DG</u>	<u>DG</u>	<u>PE</u>	<u>SMQ</u>
To be Memorable	3.77	3.75	3.98	3.72	3.76	3.85	3.88	3.74
To Compare Similarities	4.29	3.68	4.89	4.36	3.99	4.63	4.59	4.02
To be Conventional	2.54	4.33	2.54	4.38	3.44	3.46	2.54	<b>4.36*</b>
To Clarify	4.99	4.80	5.18	5.06	4.89	5.12	5.08	4.93
To be Polite	5.37	4.39	4.73	3.83	4.88	4.28	<b>5.05*</b>	4.11
To De-emphasize	5.75	3.27	5.26	3.67	4.51	4.47	<b>5.51*</b>	3.47
To get Attention	4.57	5.22	5.50	4.67	4.90	5.09	5.04	4.95
To Guide Another's Actions	6.04	4.95	5.52	4.97	5.50	5.24	<b>5.78*</b>	4.96
To Exclude Others	3.39	2.63	4.08	2.38	3.01	3.23	<b>3.73*</b>	2.50
To be Humorous	4.79	3.59	3.69	3.80	4.19	3.74	4.24	3.69
To be Unconventional	4.17	3.79	4.12	4.33	3.98	4.22	4.15	4.06
To Find Common Ground	5.12	5.73	5.11	5.19	5.42	5.15	5.11	5.46

*Note.* Significant differences between quote type (PE and SMQ) are indicated with \* in corresponding columns. Significant differences between DG conditions indicated by \*\* in Marginal Mean column.

Table 11: Study 4 Likelihood Means Cont. (1 = Very Unlikely 7 = Very Likely)

<u>Discourse Goal</u>	<u>Means: No Discourse Goal Present</u>		<u>Means: Discourse Goal Present</u>		<u>Marginal Means</u>			
					<u>DG Knowledge</u>		<u>Quote Type</u>	
	<u>PE</u>	<u>SMQ</u>	<u>PE</u>	<u>SMQ</u>	<u>NO DG</u>	<u>DG</u>	<u>PE</u>	<u>SMQ</u>
To Provoke Thought	4.96	5.55	5.12	5.15	5.25	5.13	5.04	5.35
To Add Interest	3.38	3.29	3.54	3.29	3.34	3.42	3.46	3.29
To be Eloquent	4.45	4.33	4.57	4.92	4.39	4.74	4.51	4.62
To Demonstrate Pop Culture Knowledge	3.79	2.89	3.97	2.65	3.34	3.31	<b>3.88*</b>	2.78
To Manage the Discourse	5.57	4.55	4.86	3.74	<b>5.06**</b>	4.30	<b>5.21*</b>	4.15
To Contrast Differences	5.22	3.09	4.83	3.08	4.16	3.95	<b>5.03*</b>	3.08
To Show Positive Emotion	6.35	5.99	5.41	5.75	6.17	5.58	5.88	5.87
To Connect with Others	5.39	4.56	5.06	4.44	4.98	4.75	<b>5.22*</b>	4.50
To Show Negative Emotion	3.28	2.65	4.07	3.33	2.96	3.70	<b>3.67*</b>	2.99
To Protect the Self	4.03	3.06	3.84	3.35	3.54	3.60	<b>3.93*</b>	3.21
To Emphasize	5.14	4.46	4.86	4.81	4.80	4.83	5.00	4.64

*Note.* Significant differences between quote type (PE and SMQ) are indicated with \* in corresponding columns. Significant differences between DG conditions indicated by \*\* in Marginal Mean column.



Table 12. Complete list of Movie Quotes and Plain English Interpretations

Discourse Goal	Movie Quotes	Plain English Quotes
To be Memorable	“I’ll make him an offer he can’t refuse.” – <i>The Godfather</i> (1972)	“Once he hears what I have to say, he won’t say no.”
To Compare Similarities	“I had a whole mess of crepes this morning, there just like really thin pancakes.” – <i>Talladega Nights: The Ballad of Ricky Bobby</i> (2006)	“Things are more alike than they seem.”
To be Conventional	“On Wednesdays we wear pink.” – <i>Mean Girls</i> (2004)	“Look like us if you want to be cool.”
To Clarify	“What we’ve got here is a failure to communicate.” – <i>Cool Hand Luke</i> (1967)	“We don’t understand each other.”
To be Polite	“If you can dream it, you can do it.” – <i>Blades of Glory</i> (2007)	“You can accomplish anything you set your mind to.”
To De-emphasize	“Elementary, my dear Watson.” – <i>The Return of Sherlock Holmes</i> (1929)	“It’s common sense.”
To Get Attention	“Houston, we have a problem.” – <i>Apollo 13</i> (1995)	“We have a situation that needs attending.”
To Guide Another’s Actions	“There is more to life than to watch other people live it.” – <i>Hitch</i> (2005)	“Don’t worry about what other people are doing.”
To Exclude Others	“I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.” – <i>Monty Python and the Holy Grail</i> (1975).	“I don’t want to associate with you.”
To be Humorous	“Surely you can’t be serious?!” “I am serious, and don’t call me Shirley.” – <i>Airplane!</i> (1980)	“That can’t be what you mean.” “If I didn’t mean it I wouldn’t have said it.”
To be Unconventional	“I’m like a peacock, you gotta let me fly!” – <i>The Other Guys</i> (2010)	“I’m unique and you need to accept that.”

Table 12. Complete list of Movie Quotes and Plain English Interpretations Cont.

To Find Common Ground	“Did we just become best friends?” – <i>Step Brothers</i> (2008)	“Did we finally agree on something?”
To Provoke Thought	“Life is like a box of chocolates, you never know what you’re gonna get.” – <i>Forrest Gump</i> (1994)	“Life is full of mystery, you just have to see what happens.”
To Add Interest	“He’s tryin to lead you down the path of righteousness. I’m gonna lead you down the path that rocks!” – <i>The Emperor’s New Groove</i> (2000)	“While he may be trying to get you do to the right thing, you can come with me and do something fun instead.”
To be Eloquent	“Every man dies, but not every man really lives.” – <i>Braveheart</i> (1995)	“Not everyone experiences life to the fullest extent.”
To Demonstrate Pop Culture Knowledge	“I would choke the shit out of Glee if I could...If Glee was a person.” – <i>21 Jump Street</i> (2012)	“I don’t like the TV show Glee.”
To Manage the Discourse	“This one time, at band camp.” – <i>American Pie</i> (1999)	“I’m going to tell you about something that happened.”
To Contrast Differences	“Love and hate are two horns on the same goat, Eugenia” – <i>The Help</i> (2011)	“We’re all made up of both good and bad.”
To Show Positive Emotion	“Hakuna Matata” – <i>The Lion King</i> (1994)	“No worries.”
To Connect with Others	“If you’re a bird, I’m a bird.” – <i>The Notebook</i> (2004)	“If you do it, I’ll do it too.”
To Show Negative Emotion	“Where did you get your clothes from, the toilet store?” – <i>Anchorman: The Legend of Ron Burgundy</i> (2004)	“You look like a slob.”
To Protect the Self	“You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – <i>Hot Rod</i> (2007)	“I’m embarrassed by what I just said so I’m going to change it around.”
To Emphasize	“Say hello to my little friend!” – <i>Scarface</i> (1983)	“Look what I got!”

Table 13. Movie Lines Coded for “Portability”

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Memorable	I’ll make him an offer he can’t refuse	Him He	an		Make Can’t Refuse
		2	1	0	3
Compare similarities	I had a whole mess of crepes this morning, there just like really thin pancakes			Had	
		0	0	1	0
Conventional	On Wednesdays we wear pink				Wear
		0	0	0	1
Clarify	What we’ve got here is a failure to communicate		A	Got	We’ve Is Communicate
		0	1	1	3
Polite	If you can dream it, you can do it				Can (2) Do Dream
		0	0	0	4
De-Emphasize	Elementary, my dear Watson				
		0	0	0	0
Attention	Houston, we have a problem		A		have
		0	1	0	1
Guide Actions	There is more to life than to watch other people live it	It			Is Watch Live
		1	0	0	3
Exclude Others	I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries		A	Was Smelt	Don’t Wanna (want to) Talk Empty Headed
		0	1	2	5

Table 13. Movie Lines Coded for “Portability” Cont.

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Humorous	Surely you can’t be serious?! I am serious, and don’t call me Shirley				Can’t Be Am Don’t Call
		0	0	0	5
Unconventional	I’m like a peacock, you gotta let me fly!		A		I’m Gotta Let fly
		0	1	0	4
Common Ground	Did we just become best friends?			Did	Become
		0	0	1	1
Provoke Thought	Life is like a box of chocolates, you never know what you’re gonna get.		A		Is Know You’re Gonna Get
		0	1	0	5
Add Interest	He’s tryin to lead you down the path of righteousness. I’m gonna lead you down the path that rocks!				He’s Trying I’m Gonna Lead Rocks
		0	0	0	6
Eloquent	Every man dies, but not every man really lives.				Dies Lives
		0	0	0	2
Pop Culture	I would choke the shit out of Glee if I could...If Glee was a person		A	Could Was	Would Choke
		0	1	2	2
Manage discourse	This one time, at band camp				
		0	0	0	0

Table 13. Movie Lines Coded for “Portability” Cont.

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Contrast	Love and hate are two horns on the same goat, Eugenia				Are
		0	0	0	1
Positive Emotion	Hakuna Matata				
		0	0	0	0
Connect	If you’re a bird, I’m a bird		A (2)		You’re I’m
		0	2	0	2
Neg. Emotion	Where did you get your clothes from, the toilet store				Did Get
		0	0	0	2
Protect Self	You look pretty.” “What?” “I said you look shitty, goodnight, Denise			Said	Look (2)
		0	0	1	2
Emphasize	Say hello to my little friend				Say
		0	0	0	0
TOTALS		3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
		3	8	8	48

Table 14. Plain English Lines Coded for “Portability”

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Memorable	Once he hears what I have to say, he won’t say no	He (2)			Hears Have to Say (2) Won’t
		2	0	0	5
Compare similarities	Things are more alike than they seem	They			Are Seem
		1	0	0	2
Conventional	Look like us if you want to be cool				Look Want Be
		0	0	0	3
Clarify	We don’t understand each other	It (2)			Don’t Understand
		2	0	0	2
Polite	You can accomplish anything you set your mind to				Can (2) Accomplish Set
		0	0	0	4
De-Emphasize	It’s common sense				It’s
		0	0	0	1
Attention	We have a situation that needs attending		A		Have Attending Needs
		0	1	0	3
Guide Actions	Don’t worry about what other people are doing				Don’t Worry Are Doing
		0	0	0	4
Exclude Others	I don’t want to associate with you				Don’t Want Associate
		0	0	0	3

Table 14. Plain English Lines Coded for “Portability” Cont.

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Humorous	That can’t be what you mean. If I didn’t mean it I wouldn’t have said it	It (2)			Can’t Be Mean Would Have Said Didn’t
		2	0	0	7
Unconventional	I’m unique and you need to accept that				I’m Need Accept
		0	0	0	3
Common Ground	Did we finally agree on something?			Did	Agree
		0	0	1	1
Provoke Thought	Life is full of mystery, you just have to see what happens				Is Have to See Happens
		0	0	0	4
Add Interest	While he may be trying to get you do to the right thing, you can come with me and do something fun instead.	He			Do Get May Be Trying Get
		1	0	0	6
Eloquent	Not everyone experiences life to the fullest extent				Experience s
		0	0	0	1
Pop Culture	I don’t like the TV show Glee				Don’t Like
		0	0	0	2
Manage discourse	I’m going to tell you about something that happened				I’m Going to Tell Happened
		0	0	0	4

Table 14. Plain English Lines Coded for “Portability” Cont.

DG	Quote	3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
Contrast	We’re all made up of both good and bad				We’re Made
		0	0	0	2
Positive Emotion	No worries				
		0	0	0	0
Connect	If you do it, I’ll do it too	It (2)			Do (2)
		2	0	0	2
Neg. Emotion	You look like a slob				Look
		0	0	0	1
Protect Self	I’m embarrassed by what I just said so I’m going to change it around	It		Said	I’m (2) Embarrassed Going to Change
		1	0	1	5
Emphasize	Look what I got				Look Got
		0	0	0	2
Total		3 <sup>rd</sup> person pronouns	Indefinite articles ‘a’ & ‘an’	(fewer) past tense verbs	(more) present tense verbs
		11	1	2	67



## Appendix B - Study 1: Demographics and Movie Viewing

### Preferences

#### Study 1: Demographics and Movie Viewing Preferences

We are interested in how people think about and remember movies they have seen. Please answer the questions about it below. There are no right or wrong answers and your responses are totally anonymous

Gender: Male   Female                      Age\_\_\_\_\_                      Ethnicity\_\_\_\_\_  
Nationality \_\_\_\_\_

1. Approximately how many movies did you watch last month (circle one):

0-5    6-10    11-15    16-20    21-25    26+

1.1 Approximately how many hour of Television did you watch last week (circle one):

0-5    6-10    11-15    16-20    21-25    26+

2. Rate each of the following **people** for their likelihood of viewing a movie with you (N/A denotes “not applicable” please circle if this is the case):

My significant other	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
My friends	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
My family members	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
People I just met	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
My co-workers	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
Alone	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)

3. Rate each of the following **people** for their likelihood of being the intended hearer of a movie line you quote in conversation (N/A denotes “not applicable” please circle if this is the case):

My significant other	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
Whoever is around	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
My friends	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)

My family members	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
People I just met	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)
My co-workers	(N/A) (very unlikely)	1	2	3	4	5	6	7 (very likely)

4. Rate each of the following **places** for its likelihood of being the place that you would quote the movie line:

Home...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
School...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Workplace...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Public...	(very unlikely)	1	2	3	4	5	6	7 (very likely)

5. How **similar** was the movie situation to the situation you use the movie line in? (Please circle the one that fits best)

(Not Similar) 1      2      3      4      5      6      7 (Very Similar)

6. How often do you quote movie lines in conversation?

(Not Often) 1      2      3      4      5      6      7 (Very Often)

7. Rate the importance of each of these **assumptions** you might make when you use a movie quote in conversation:

Hearer knows the movie line...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Hearer has seen the film...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Hearer knows me personally...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Hearer will be amused...	(very unlikely)	1	2	3	4	5	6	7 (very likely)
Hearer will understand why I used this quote...								

(very unlikely) 1      2      3      4      5      6      7 (very likely)

8. Please rank order the following types of movies you are most likely to quote (1 = most likely)

Comedy\_\_\_\_\_ Drama\_\_\_\_\_ Action-Adventure\_\_\_\_\_ Horror/Thriller\_\_\_\_\_

Sci-Fi\_\_\_\_\_ Classic\_\_\_\_\_ Western\_\_\_\_\_ Romantic-Comedy\_\_\_\_\_

Romantic-Drama\_\_\_\_\_ Children/Family\_\_\_\_\_ Fantasy\_\_\_\_\_

Other \_\_\_\_\_

Any additional comments about the way you use social movie quoting:

Thank you for participating in this study. Your responses are important.

## Appendix C - Study 1: Roberts and Kreuz Discourse Goal

### Assessment and Additional Discourse Generation.

This is a study about movie quotes. We are looking at why people sometimes quote movies in social settings (e.g. with friends, family, co-workers, etc.) and what they gain from doing so. Please answer each of the following questions.

---

1. In your opinion, what is the underlying goal or intention behind social movie quoting?

---

2. What type of situation(s) brings a movie quote to mind?

---

---

Social Movie Quoting (SMQ) is the act of quoting lines from movies in conversation in a social context. Please rate the following statements to the best of your ability. There are no right or wrong answers; we are just interested in your honest opinions.

---

3. I use social movie quoting (SMQ) in order to be like my peers.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

4. I use social movie quoting (SMQ) to distinguish myself apart from a group.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

5. I use social movie quoting (SMQ) to be eloquent (expressing a feeling or thought clearly, memorably, or movingly)

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

6. I use social movie quoting (SMQ) to be humorous or entertaining.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

7. I use social movie quoting (SMQ) to disarm or lighten an uncomfortable situation.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

8. I use social movie quoting (SMQ) to highlight similarities among seemingly different situations.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

9. I use social movie quoting (SMQ) to contrast differences between situations.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

10. I use social movie quoting (SMQ) to emphasize something.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

11. I use social movie quoting (SMQ) to de-emphasize something.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

12. I use social movie quoting (SMQ) to add interest to a conversation.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

13. I use social movie quoting (SMQ) to provoke thought.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

14. I have felt included in a group because I recognized a SMQ spoken by someone else.

(Almost Never)      1   2   3   4   5   6   7   (Almost Always)

15. I have felt excluded from a group because I did NOT recognize a SMQ spoken by someone else.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

16. I often use social movie quoting (SMQ) to clarify some distinction or similarity.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

17. I often use social movie quoting (SMQ) to be polite or be more indirect.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

18. I often use social movie quoting (SMQ) to gain a person or group's attention.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

19. I often use social movie quoting (SMQ) to show positive emotion.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

20. I often use social movie quoting (SMQ) to show negative emotion.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

21. I often use social movie quoting (SMQ) to guide or encourage another's behavior.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

22. I often use social movie quoting (SMQ) to direct a conversation in a particular direction.

(Almost Never) 1 2 3 4 5 6 7 (Almost Always)

---

Almost Finished! Please indicate to what extent you agree with the following statements.

---

23. I am able to recognize if a SMQ was quoted accurately by someone else in a conversation.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

24. When I quote a movie line, I am always completely accurate word-for-word.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

25. Social movie quoting can accomplish certain communication goals more efficiently than direct, literal language.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

26. The successful use of a SMQ depends on how similar the context is to the context in the movie.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

27. Social movie quoting is used to demonstrate or depict a situation.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

28. Social movie quoting is used to describe a situation.

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

29. Social movie quotes are often used to highlight the similarities between the current situation and a related aspects of a shared experience i.e. viewing a movie

(Strongly Disagree) 1 2 3 4 5 6 7 (Strongly Agree)

Thank you for your participation!

## Appendix D - Study 2: Generating Social Movie Quotes – Group 1

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To guide another’s actions (encourage another’s behavior)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To exclude others (keep someone out of a conversation or situation)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.



(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To be humorous (funny or entertaining)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To be unconventional (to distinguish yourself from an individual or group)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## Appendix E - Study 2: Generating Social Movie Quotes – Group 2

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To be polite (say something indirectly or in a well-mannered or respectful way)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To de-emphasize (reduce the importance of something)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To include others (by recognizing a movie quote)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To get attention (capture a persons or group's attention)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## Appendix F - Study 2: Generating Social Movie Quotes – Group 3

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To find common ground (find similar interest between you and another)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To provoke thought (make people think)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To add interest

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To be eloquent (to express a feeling or thought clearly, memorably, or movingly)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## Appendix G - Study 2: Generating Social Movie Quotes – Group 4

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To be memorable

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To compare similarities (highlight similarities among seemingly different situations)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To be conventional (to fit in with a group)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To clarify (explain, simplify, or shed light on a subject)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## Appendix H - Study 2: Generating Social Movie Quotes – Group 5

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To connect with others (establish or nurture a relationship i.e. Friendship, spouse, or group etc)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To show negative emotion

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.



(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To protect the self (to disarm or lighten an uncomfortable situation)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To emphasize (to place an emphasis on something)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## Appendix I - Study 2: Generating Social Movie Quotes – Group 6

We are trying to learn more about why people quote movie lines in conversation. One explanation might be that an individual uses a movie quote to accomplish certain discourse goals.

\*Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.\*

For example, one might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*: “You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period.”

\*The discourse goal underlying this quote might be “To guide another’s actions”.\*

Please try to produce a unique “Movie Line” for each of the discourse goals below in the space provided. Please rate your likelihood of using the “Movie Line” in a conversation to accomplish that discourse goal. Please identify the movie the quote came from if possible.

1) Movie Line: To demonstrate popular culture knowledge (demonstrate you know the current trends)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

2) Movie Line: To manage the discourse (to change the direction of a conversation or switch topics)

\_\_\_\_\_.

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

3) Movie Line: To contrast differences (highlight differences between seemingly similar situations)

---

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

4) Movie Line: To show positive emotion (raise ones mood or arousal)

---

Source: \_\_\_\_\_

I would actually quote this line in conversation to accomplish the above goal.

(strongly disagree)    1       2       3       4       5       (strongly agree)

## **Appendix J - Study 3: Interpreting Social Movie Quotes to Plain English**

PLEASE READ ALL THE DIRECTIONS CAREFULLY. MAKE SURE YOU UNDERSTAND THE TASK BEFORE COMPLETING THE SURVEY.

We are interested in why an individual might choose to quote a movie line in conversation rather than using normal (plain) English. We call this phenomena (quoting movie lines in conversation) Social Movie Quoting. One explanation for social movie quoting may be that an individual chooses a movie quote as an attempt to better accomplish certain discourse goals more efficiently or effectively than plain English allows. For example, a movie quote may allow someone to say something critical about a person in a way that sounds less mean.

On the next page we will provide you an example of a movie quote as well as a description of a discourse goal. You will be asked to provide a unique movie quote that could accomplish the target discourse goal provided to you. You will also be asked to "translate" the movie quote you

provided into plain English in such a way that the target discourse goal could still be accomplished in conversation.

The survey will end with you "translating" other movie quotes into plain English in a way that would still allow the speaker to accomplish the associated discourse goal.

Discourse Goals can be thought of in terms of the listener trying to assess the underlying goal or intention of the speaker.

For example: One might quote a line from Will Smith in the 2006 movie *The Pursuit of Happiness*. In this line Will Smith's character is trying to encourage his son to follow his dreams despite adversity.

#### EXAMPLE:

**Discourse goal: To guide another's actions.**

The quote: "You got a dream, you gotta protect it. People can't do somethin' themselves, they wanna tell you you can't do it. If you want somethin', go get it. Period."

**A (plain English) "translation" of the quote:** Don't lose sight of your dreams. People might want to see you fail. Don't let them discourage you.

On the next page, you will be asked to provide a movie line for a provided discourse goal.

Please do your best to think of a movie line that could accomplish the corresponding goal. Then, please provide a plain English interpretation that captures the essence of the movie quote which could still be used in conversation to accomplish the target discourse goal.

Please try to produce a movie line to accomplish the discourse goal listed below: Discourse goal: **To include others:** \_\_\_\_\_

Please provide a plain English "translation" of the movie quote you just provided that could still accomplish the discourse goal above.

(please note: we are not looking for you to explain why you chose that particular movie line or why someone might use it. We are interested in how you would accomplish the same discourse goal without a movie quote; that is, using plain English).

Plain English: \_\_\_\_\_

This is the last section of the survey. You will be provided with a list of movie quotes and their associated discourse goals.

Example: **To guide another actions:** "you gotta dream, you gotta protect it....."

These quotes came from other students like you. Please "translate" each movie line into plain English the same way you just did on the previous page. You will do this for each discourse goal/movie quote pair.

1. To be memorable: "I'll make him an offer he can't refuse."

---

2. To compare similarities: "I had a whole mess of crepes this morning, there just like really thin pancakes."

---

3. To be conventional: "On Wednesdays we wear pink."

---

4. To clarify: "What we've got here is a failure to communicate."

---

5. To be polite: "If you can dream it, you can do it."

---

6. To de-emphasize: “Elementary, my dear Watson.”

---

7. To get attention: “Houston, we have a problem.”

---

8. To guide another’s actions: “There is more to life than to watch other people live it.”

---

9. To exclude others: “I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.”

---

10. To be humorous: “Surely you can’t be serious?! I am serious, and don’t call me Shirley.”

---

11. To be unconventional: SMQ: “I’m like a peacock, you gotta let me fly!”

---

12. To find common ground: “Did we just become best friends?”

---



13. To provoke thought: "Life is like a box of chocolates, you never know what you're gonna get."

---

14. To add interest: "He's tryin to lead you down the path of righteousness. I'm gonna lead you down the path that rocks!"

---

15. To be eloquent: "Every man dies, but not every man really lives."

---

16. To demonstrate popular culture knowledge: "I would choke the shit out of Glee if I could...If Glee was a person."

---

17. To manage the discourse: "This one time, at band camp."

---

18. To contrast differences: "Love and hate are two horns on the same goat, Eugenia"

---

19. To show positive emotion: "Hakuna Matata"

---

20. To connect with others: “If you’re a bird, I’m a bird.”

---

21. To show negative emotion: “Where did you get your clothes from, the toilet store?”

---

22. To protect the self: “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.”

---

23. To emphasize: “Say hello to my little friend.”

---

Thank you for your participation! If you have any questions or comments for the researcher please leave them in the space provided below.

---

## Appendix K - Study 4: Group One, Block One

### Comparing Movie Quotes to Plain English Counterparts

Please read all the directions carefully.

When we talk with others we generally have an underlying reason (or goal) in mind for saying a particular statement or phrase in conversation. For example, someone might say “home is where the heart is” to a family that has just relocated (in this example the underlying reason (or goal) could be ***To Comfort*** a particular individual). The different reasons why an individual may choose to use a particular statement or phrase during conversation is sometimes referred to as a discourse goal.

**Discourse goals** may be thought of as the underlying goals the speaker is trying to accomplish through a particular statement or phrase in conversation. More directly from the listener’s point of view, a discourse goal is why the speaker used the words he or she did rather than the words themselves.

---

On the following pages you will see a unique discourse goal at the top followed by a quote or quoted phrase underneath the discourse goal.

EX: **Discourse goal:** **To Comfort** “Home is where the heart is”

#### **YOUR TASK:**

First, please provide an aptness rating of how appropriate or suitable the quote would be for use in conversation for accomplishing its unique corresponding discourse goal (i.e “Very inappropriate – Very appropriate).

Second, please indicate how likely you would be to use the quote or phrase in a conversation for the purpose of achieving the corresponding discourse goal.

EX: **Discourse goal:** **To Comfort**: “Home is where the heart is”

“How likely would you be to use this quote in conversation to accomplish the specific discourse goal?”

(Very unlikely – Very likely)

Please take your time and answer honestly.

---

**SMQ 1) To be memorable:** “I’ll make him an offer he can’t refuse.” – The Godfather (1972)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 2) To compare similarities:** “I had a whole mess of crepes this morning, there just like really thin pancakes.” – Talladega Nights: The Ballad of Ricky Bobby (2006)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 3) To be conventional:** “On Wednesdays we wear pink.” – Mean Girls (2004)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 4) To clarify:** “What we’ve got here is a failure to communicate.” – Cool Hand Luke (1967)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 5) To de-emphasize:** “Elementary, my dear Watson.” – Sherlock Holmes

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 6) To get attention:** “Houston, we have a problem.” – Apollo 13 (1995)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 7) To guide another’s actions:** “There is more to life than to watch other people live it.” – Hitch (2005)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 8) To exclude others:** “I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.” – Monty Python and the Holy Grail (1975).

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 9) To be polite:** “If you can dream it, you can do it.” – Blades of Glory (2007)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**SMQ 10) To be humorous:** “Surely you can’t be serious?! I am serious, and don’t call me Shirley.” – Airplane! (1980)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**SMQ 11) To be unconventional:** “I’m like a peacock, you gotta let me fly!” – The Other Guys (2010)

How Apt is this quote for accomplishing the above discourse goals in conversation?

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**SMQ 12) To find common ground:** “Did we just become best friends?” – Step Brothers (2008)

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 14) To add interest:** "He's tryin to lead you down the path of righteousness. I'm gonna lead you down the path that rocks!" – The Emperor's New Groove (2000)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 15) To be eloquent:** “Every man dies, but not every man really lives.” – Braveheart (1995)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 16) To demonstrate pop culture knowledge:** “I would choke the shit out of Glee if I could...If Glee was a person.” – 21 Jump Street (2012)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 17) To manage discourse:** “This one time, at band camp.” – American Pie (1999)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 18) To contrast differences:** “Love and hate are two horns on the same goat, Eugenia” – The Help (2011)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 19) To show positive emotion:** “Hakuna Matata” – The Lion King (1994)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)



**SMQ 20) To connect with others:** “If you’re a bird, I’m a bird.” – The Notebook (2004)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 21) To show negative emotion:** “Where did you get your clothes from, the toilet store?” – Anchorman: The Legend of Ron Burgundy (2004)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 22) To protect the self:** “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – Hot Rod (2007)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 23) To emphasize:** “Say hello to my little friend.” – Scarface (1983)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**PE 1) To be memorable:** “Once he hears what I have to say, he won’t say no.”

How Apt is this quote for accomplishing the above discourse goals in conversation?

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**PE 2) To compare similarities:** “Things are more alike than they seem.”

How Apt is this quote for accomplishing the above discourse goals in conversation?

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**PE 3) To be conventional:** “Look like us if you want to be cool.”

How Apt is this quote for accomplishing the above discourse goals in conversation?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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**PE 5) To de-emphasize: “It’s common sense.”**

How Apt is this quote for accomplishing the above discourse goals in conversation?

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**PE 7) To guide another’s actions: “Don’t worry about what other people are doing.”**

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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**PE 20) To connect with others: “If you do it, I’ll do it too.”**

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**PE 21) To show negative emotion: “You look like a slob.”**

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

Thank you for your participation!

## Appendix L - Study 4: Group One, Block Two

### Comparing Plain English Counterparts to Movie Quotes

Please read all the directions carefully.

When we talk with others we generally have an underlying reason (or goal) in mind for saying a particular statement or phrase in conversation. For example, someone might say “home is where the heart is” to a family that has just relocated (in this example the underlying reason (or goal) could be ***To Comfort*** a particular individual). The different reasons why an individual may choose to use a particular statement or phrase during conversation is sometimes referred to as a discourse goal.

**Discourse goals** may be thought of as the underlying goals the speaker is trying to accomplish through a particular statement or phrase in conversation. More directly from the listener’s point of view, a discourse goal is why the speaker used the words he or she did rather than the words themselves.

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On the following pages you will see a unique discourse goal at the top followed by a quote or quoted phrase underneath the discourse goal.

EX: **Discourse goal:** **To Comfort** “Home is where the heart is”

#### **YOUR TASK:**

First, please provide an aptness rating of how appropriate or suitable the quote would be for use in conversation for accomplishing its unique corresponding discourse goal (i.e “Very inappropriate – Very appropriate).

Second, please indicate how likely you would be to use the quote or phrase in a conversation for the purpose of achieving the corresponding discourse goal.

EX: **Discourse goal:** **To Comfort**: “Home is where the heart is”

“How likely would you be to use this quote in conversation to accomplish the specific discourse goal?”

(Very unlikely – Very likely)

Please take your time and answer honestly.

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**PE 1) To be memorable:** “Once he hears what I have to say, he won’t say no.”

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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**SMQ 1) To be memorable: “I’ll make him an offer he can’t refuse.” – The Godfather (1972)**

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 2) To compare similarities:** “I had a whole mess of crepes this morning, there just like really thin pancakes.” – Talladega Nights: The Ballad of Ricky Bobby (2006)

How Apt is this quote for accomplishing the above discourse goals in conversation?

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**SMQ 3) To be conventional:** “On Wednesdays we wear pink.” – Mean Girls (2004)

How Apt is this quote for accomplishing the above discourse goals in conversation?

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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**SMQ 6) To get attention:** “Houston, we have a problem.” – Apollo 13 (1995)

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How Apt is this quote for accomplishing the above discourse goals in conversation?

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How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 14) To add interest:** "He's tryin to lead you down the path of righteousness. I'm gonna lead you down the path that rocks!" – The Emperor's New Groove (2000)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 15) To be eloquent:** "Every man dies, but not every man really lives." – Braveheart (1995)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 16) To demonstrate pop culture knowledge:** "I would choke the shit out of Glee if I could...If Glee was a person." – 21 Jump Street (2012)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 17) To manage discourse:** "This one time, at band camp." – American Pie (1999)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 18) To contrast differences: “Love and hate are two horns on the same goat, Eugenia” – The Help (2011)**

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 19) To show positive emotion: “Hakuna Matata” – The Lion King (1994)**

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 20) To connect with others: “If you’re a bird, I’m a bird.” – The Notebook (2004)**

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 21) To show negative emotion: “Where did you get your clothes from, the toilet store?” – Anchorman: The Legend of Ron Burgundy (2004)**

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 22) To protect the self:** “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – Hot Rod (2007)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 23) To emphasize:** “Say hello to my little friend.” – Scarface (1983)

How Apt is this quote for accomplishing the above discourse goals in conversation?

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

How likely would you be to use this quote in conversation to accomplish the specific discourse goal?

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

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Thank you for your participation!

## Appendix M - Study 4: Group Two, Block One

### Comparing Movie Quotes to Plain English Counterparts

Please read all the directions carefully.

When we talk with others we generally have an underlining reason (or goal) in mind for saying a particular statement or phrase in conversation. For example, someone might say “home is where the heart is” to a family that has just relocated (in this example the underlying reason (or goal) could be *To Comfort* a particular individual). There are different reasons why an individual may choose to use a particular statement or phrase during conversation.

---

On the following pages you will see a unique quote or quoted phrase at the top.

EX: “Home is where the heart is”

#### **YOUR TASK:**

First, please provide an aptness rating of how appropriate or suitable the quote would be for use in a conversation (i.e “Very inappropriate – Very appropriate).

Second, Please indicate how likely you would be to use the quote or phrase in a conversation.

EX: “Home is where the heart is”

“How likely would you be to use this quote in conversation?”

(Very unlikely – Very likely)

Please take your time and answer honestly.

---

**SMQ 1) “I’ll make him an offer he can’t refuse.” – The Godfather (1972)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 2) “I had a whole mess of crepes this morning, there just like really thin pancakes.” – Talladega Nights: The Ballad of Ricky Bobby (2006)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 3) “On Wednesdays we wear pink.” – Mean Girls (2004)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 4) “What we’ve got here is a failure to communicate.” – Cool Hand Luke (1967)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 5) “Elementary, my dear Watson.” – Sherlock Holmes**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 6) “Houston, we have a problem.” – Apollo 13 (1995)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 7) “There is more to life than to watch other people live it.” – Hitch (2005)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 8) “I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.” – Monty Python and the Holy Grail (1975).**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 9) “If you can dream it, you can do it.” – Blades of Glory (2007)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 10)** “Surely you can’t be serious?! I am serious, and don’t call me Shirley.” – Airplane! (1980)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 11)** “I’m like a peacock, you gotta let me fly!” – The Other Guys (2010)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 12)** “Did we just become best friends?” – Step Brothers (2008)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 13)** “Life is like a box of chocolates, you never know what you’re gonna get.” – Forrest Gump (1994)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 14)** “He’s tryin to lead you down the path of righteousness. I’m gonna lead you down the path that rocks!” – The Emperor’s New Groove (2000)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)



Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 15)** “Every man dies, but not every man really lives.” – Braveheart (1995)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 16)** “I would choke the shit out of Glee if I could...If Glee was a person.” – 21 Jump Street (2012)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 17)** “This one time, at band camp.” – American Pie (1999)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 18)** “Love and hate are two horns on the same goat, Eugenia” – The Help (2011)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 19)** “Hakuna Matata” – The Lion King (1994)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 20)** “If you’re a bird, I’m a bird.” – The Notebook (2004)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 21)** “Where did you get your clothes from, the toilet store?” – Anchorman: The Legend of Ron Burgundy (2004)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 22)** “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – Hot Rod (2007)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 23)** “Say hello to my little friend.” – Scarface (1983)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

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**PE 1)** “Once he hears what I have to say, he won’t say no.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)  
Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)  
**PE 2)** “Things are more alike than they seem.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 3)** “Look like us if you want to be cool.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 4)** “We don’t understand each other.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 5)** “It’s common sense.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 6)** “We have a situation that needs attending.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 7) “Don’t worry about what other people are doing.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 8) “I don’t want to associate with you.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 9) “You can accomplish anything you set your mind to.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 10) “That can’t be what you mean. If I didn’t mean it I wouldn’t have said it.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 11) “I’m unique and you need to accept that.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 12)** “Did we finally agree on something.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 13)** “Life is full of mystery, you just have to see what happens.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 14)** “While he may be trying to get you do to the right thing, you can come with me and do something fun instead.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 15)** “Not everyone experiences life to the fullest extent.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 16)** “I don’t like the TV show Glee.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 17)** “I’m going to tell you about something that happened.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 18)** “We’re all made up of both good and bad.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 19)** “No worries.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 20)** “If you do it, I’ll do it too.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 21)** “You look like a slob.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 22)** “I’m embarrassed by what I just said so I’m going to change it around.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 23)** “Look what I got.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

Thank you for your participation!

## Appendix N - Study 4: Group Two, Block Two

### Comparing Movie Quotes to Plain English Counterparts

Please read all the directions carefully.

When we talk with others we generally have an underlying reason (or goal) in mind for saying a particular statement or phrase in conversation. For example, someone might say “home is where the heart is” to a family that has just relocated (in this example the underlying reason (or goal) could be *To Comfort* a particular individual). There are different reasons why an individual may choose to use a particular statement or phrase during conversation.

---

On the following pages you will see a unique quote or quoted phrase at the top.

EX: “Home is where the heart is”

#### **YOUR TASK:**

First, please provide an aptness rating of how appropriate or suitable the quote would be for use in a conversation (i.e “Very inappropriate – Very appropriate).

Second, Please indicate how likely you would be to use the quote or phrase in a conversation.

EX: “Home is where the heart is”

“How likely would you be to use this quote in conversation?”

(Very unlikely – Very likely)

Please take your time and answer honestly.

---



**PE 1) “Once he hears what I have to say, he won’t say no.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 2) “Things are more alike than they seem.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 3) “Look like us if you want to be cool.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 4) “We don’t understand each other.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 5) “It’s common sense.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 6) “We have a situation that needs attending.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 7) “Don’t worry about what other people are doing.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 8) “I don’t want to associate with you.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 9) “You can accomplish anything you set your mind to.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 10) “That can’t be what you mean. If I didn’t mean it I wouldn’t have said it.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 11)** “I’m unique and you need to accept that.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 12)** “Did we finally agree on something.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 13)** “Life is full of mystery, you just have to see what happens.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 14)** “While he may be trying to get you do to the right thing, you can come with me and do something fun instead.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

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**PE 15)** “Not everyone experiences life to the fullest extent.”

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 16) “I don’t like the TV show Glee.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

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**PE 17) “I’m going to tell you about something that happened.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

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**PE 18) “We’re all made up of both good and bad.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

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**PE 19) “No worries.”**

Please indicate how apt or suitable the quote would be for use in a conversation

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Please indicate how likely you would be to use the quote or phrase in a conversation

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**PE 20) “If you do it, I’ll do it too.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 21) “You look like a slob.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 22) “I’m embarrassed by what I just said so I’m going to change it around.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**PE 23) “Look what I got.”**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

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**SMQ 1) “I’ll make him an offer he can’t refuse.” – The Godfather (1972)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 2)** “I had a whole mess of crepes this morning, there just like really thin pancakes.” – Talladega Nights: The Ballad of Ricky Bobby (2006)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 3)** “On Wednesdays we wear pink.” – Mean Girls (2004)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 4)** “What we’ve got here is a failure to communicate.” – Cool Hand Luke (1967)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 5)** “Elementary, my dear Watson.” – Sherlock Holmes

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 6)** “Houston, we have a problem.” – Apollo 13 (1995)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 7)** “There is more to life than to watch other people live it.” – Hitch (2005)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 8)** “I don’t wanna talk to you no more you empty headed animal. Your mother was a hamster and your father smelt of elderberries.” – Monty Python and the Holy Grail (1975).

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 9)** “If you can dream it, you can do it.” – Blades of Glory (2007)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 10)** “Surely you can’t be serious?! I am serious, and don’t call me Shirley.” – Airplane! (1980)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 11)** “I’m like a peacock, you gotta let me fly!” – The Other Guys (2010)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 12) “Did we just become best friends?” – Step Brothers (2008)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 13) “Life is like a box of chocolates, you never know what you’re gonna get.” – Forrest Gump (1994)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 14) “He’s tryin to lead you down the path of righteousness. I’m gonna lead you down the path that rocks!” – The Emperor’s New Groove (2000)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 15) “Every man dies, but not every man really lives.” – Braveheart (1995)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 16) “I would choke the shit out of Glee if I could...If Glee was a person.” – 21 Jump Street (2012)**

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation



(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 17)** “This one time, at band camp.” – American Pie (1999)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 18)** “Love and hate are two horns on the same goat, Eugenia” – The Help (2011)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 19)** “Hakuna Matata” – The Lion King (1994)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 20)** “If you’re a bird, I’m a bird.” – The Notebook (2004)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 21)** “Where did you get your clothes from, the toilet store?” – Anchorman: The Legend of Ron Burgundy (2004)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 22)** “You look pretty.” “What?” “I said you look shitty, goodnight, Denise.” – Hot Rod (2007)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

**SMQ 23)** “Say hello to my little friend.” – Scarface (1983)

Please indicate how apt or suitable the quote would be for use in a conversation

(Very Inappropriate) 1 2 3 4 5 6 7 (Very Appropriate)

Please indicate how likely you would be to use the quote or phrase in a conversation

(Very Unlikely) 1 2 3 4 5 6 7 (Very Likely)

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Thank you for your participation!